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Consejo Ejecutivo

EX

Conseil exécutif

Исполнительный совет

执行局

المجلس التنفيذي

170th session / 170e session / 170ª reunión / 170-я сессия / الدورة السبعون بعد المائة / 第一十七届会议

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4-14 de octubre de 2004

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PARIS, 14 January 2005

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Comptes rendus analytiques

Actas resumidas

Краткие отчеты

المحاضر المختصرة

简要记录

All the terms used in this collection of texts to designate the person discharging duties or functions are to be interpreted as implying that men and women are equally eligible to fill any post or seat associated with the discharge of these duties and functions.

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Representative

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Ms Ľubica ERDELSKÁ
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Ms Tanja OREL ŠTURM
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Ms Nadeera RAJAPAKSE
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Representative

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Mr Adiel A. KALLAN
Mr Johny E. PAWIROREDJO
Mr Gerard O. HIWAT
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Ms Dorothy LITTLER

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Mr Mohamed BOUKRY
Mr Shana KANINDA
Ms Marie-Ange LESCURE

United Nations University (UNU)

Ms Caterina CASULLO

World Bank Group

Ms Claudia VON MONBART

Joint Inspection Unit (JIU)

Ms Doris BERTRAND

Intergovernmental organizations

Council of Europe

Mr Lucas DELATTRE

League of Arab States (LAS)

Mr Nassif HITTI
Mr Habib MOUELHI
Ms Rania BERRO
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European Commission

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Mr Xavier TROUSSARD
Ms Marie Reine DIONE

International Organization of the
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Mr Bernard PETTERSON
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DUQUENNE

Organisation of the Islamic Conference (OIC)

Mr Ahmed Ali GHAZALI

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Mr Bernardino OSIO

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Organization (ALECSO) Mr Wagdi MAHMOUD

SECRETARIAT

Mr Koïchiro MATSUURA (Director-General), Mr Márcio Nogueira BARBOSA (Deputy Director-General), Ms Françoise RIVIERE (Assistant Director-General, Executive Director of the Office of the Director-General), Ms Aïcha BAH DIALLO (Assistant Director-General a.i. for Education), Mr Walter Rudolf ERDELEN (Assistant Director-General for Natural Sciences), Mr Patricio BERNAL (Assistant Director-General, Executive Secretary of the Intergovernmental Oceanographic Commission), Mr Pierre SANE (Assistant Director-General for Social and Human Sciences), Mr Mounir BOUCHENAKI (Assistant Director-General for Culture), Mr Abdul Waheed KHAN (Assistant Director-General for Communication and Information), Mr Ahmed Saleh SAYYAD (Assistant Director-General for External Relations and Cooperation), Mr Nouréini Rémi TIDJANI-SERPOS (Assistant Director-General for the Africa Department), Mr Abdulqawi Ahmed YUSUF (Legal Adviser), Mr Mohamed AL SHAABI (Secretary of the Executive Board), and other members of the Secretariat.

AGENDA

- 1 ADOPTION OF THE AGENDA, TIMETABLE OF WORK AND REPORT OF THE BUREAU
 - 1.1 Election of the Chairman of the Special Committee
- 2 APPROVAL OF THE SUMMARY RECORDS OF THE 169th SESSION
- 3 EXECUTION OF THE PROGRAMME
 - 3.1 Report by the Director-General on the execution of the programme adopted by the General Conference
 - 3.2 Report by the Director-General on the follow-up of decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions
 - 3.3 Report by the Director-General on the execution of the programme and budget during the previous biennium (2002-2003 – 33 C/3)
 - 3.4 Education
 - 3.4.1 Report by the Director-General on the modalities of implementing South-South cooperation and solidarity in the field of education and on the feasibility study for the creation of a fund thereon
 - 3.4.2 Report by the Director-General on the strategic review of UNESCO's post-Dakar role in education for all (EFA)
 - 3.5 Social and human sciences
 - 3.5.1 Report by the Director-General on the drawing up of a declaration on universal norms on bioethics
 - 3.6 Culture
 - 3.6.1 Jerusalem and the implementation of 32 C/Resolution 39 and 169 EX/Decision 3.7.1
 - 3.6.2 *Kitâb fî Jarîda* under the umbrella of the Arabia Plan
 - 3.6.3 Networks of Creative Cities within the Global Alliance for Cultural Diversity
 - 3.6.4 The misuse of religious symbols and expressions
- 4 DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5)
 - 4.1 Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5)
- 5 METHODS OF WORK OF THE ORGANIZATION
 - 5.1 Amendment to the Rules of Procedure of the Executive Board

- 5.2 Comments by the Director-General on the external evaluation reports submitted in the 2002-2003 biennium

6 MATTERS RELATING TO NORMS, STATUTES AND REGULATIONS

- 6.1 Examination of the communications transmitted to the Committee on Conventions and Recommendations in pursuance of 104 EX/Decision 3.3, and report of the Committee thereon
- 6.2 Examination of the methods of work of the Committee on Conventions and Recommendations, and report of the Committee thereon
- 6.3 Organization of the seventh consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education (1960)

7 ADMINISTRATIVE AND FINANCIAL QUESTIONS

- 7.1 Report by the Director-General on a study on financial and cash management relating to payment of contributions, unspent budget balances, carry-forward mechanism, working capital fund, unliquidated obligations, miscellaneous income and others
- 7.2 Report by the Director-General on the status of contributions of Member States and of payment plans
- 7.3 Special financial regulations submitted in accordance with Article 6.7 of UNESCO's Financial Regulations
- 7.4 Financial report and audited financial statements of UNESCO for the period ended 31 December 2003 and report by the External Auditor
- 7.5 Report by the Director-General on the geographical distribution of the staff of the Secretariat
- 7.6 Report by the Director-General on the implementation of the Participation Programme and emergency assistance
- 7.7 Report by the Director-General, in cooperation with the Headquarters Committee, on managing the UNESCO complex
- 7.8 Report by the Director-General on strengthening the security of UNESCO premises worldwide
- 7.9 Statutes of the Advisory Committee on Works of Art (ACWA)
- 7.10 Report by the Director-General on the application of Rule 59 of the Rules of Procedure of the Executive Board

8 RELATIONS WITH MEMBER STATES AND INTERNATIONAL AND NON-GOVERNMENTAL ORGANIZATIONS

- 8.1 Report by the Director-General on the implementation of 32 C/Resolutions 50, 51 and 52 concerning strengthening cooperation with the Republic of Angola, the Republic of Côte d'Ivoire and the Democratic Republic of the Congo

- 8.2 Relations with international non-governmental organizations, foundations and similar institutions
- 8.3 Relations with the Parliamentary Assembly of the Francophonie (APF) and cooperation agreement between UNESCO and that regional parliamentary organization
- 8.4 Report by the Joint Inspection Unit (JIU) on achieving the universal primary education goal of the Millennium Declaration
- 8.5 Participation of the European Commission in the intergovernmental meeting of experts (category II) on the preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions

9 GENERAL MATTERS

- 9.1 Report by the Governing Board of the UNESCO Institute for Statistics (UIS) on the activities of the Institute
- 9.2 Joint United Nations programme of assistance to Afghanistan
- 9.3 Implementation of 32 C/Resolution 54 and of 169 EX/Decision 8.1 concerning educational and cultural institutions in the occupied Arab territories
- 9.4 Report by the Director-General on the cultural and educational institutions in Iraq
- 9.5 A programme for languages at UNESCO
- 9.6 New approaches and concrete actions in the dialogue among civilizations
- 9.7 Provisional list of the matters to be considered by the Board at its 171st session and dates of the 172nd session of the Executive Board (including the meetings of its subsidiary bodies)

CONTENTS

| Agenda item | Page |
|--|---|
| First meeting – Monday 4 October 2004 at 10.10 a.m. | |
| | Opening of the session 1 |
| 1 | Agenda, timetable of work and report of the Bureau 3 |
| | Organization of work 5 |
| 1.1 | Election of the Chairman of the Special Committee 5 |
| 2 | Approval of the summary records of the 169th session 6 |
| | Tribute to the memory of eminent persons since the 169th session 6 |
| 3 | Execution of the programme 7 |
| 3.1 | Report by the Director-General on the execution of the programme adopted by the General Conference 7 |
| 3.2 | Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions 7 |
| 4 | Draft Programme and Budget for 2006-2007 (33 C/5) 7 |
| 4.1 | Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) 7 |
| Second meeting – Monday 4 October 2004 at 3.55 p.m. | |
| 3.1 | Report by the Director-General on the execution of the programme adopted by the General Conference (<i>continued</i>) 13 |
| 3.2 | Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions (<i>continued</i>) 13 |
| 4.1 | Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) (<i>continued</i>) 13 |
| Third meeting – Tuesday 5 October 2004 at 3.05 p.m. | |
| 3.1 | Report by the Director-General on the execution of the programme adopted by the General Conference (<i>continued</i>) 49 |
| 3.2 | Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions (<i>continued</i>) 49 |

| Agenda item | Page |
|--|-------------|
| 4.1 Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) (<i>continued</i>) | 49 |
| Fourth meeting – Tuesday 5 October 2004 at 3.05 p.m. | |
| 3.1 Report by the Director-General on the execution of the programme adopted by the General Conference (<i>continued</i>) | 101 |
| 3.2 Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions (<i>continued</i>) | 101 |
| 4.1 Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) (<i>continued</i>) | 101 |
| Fifth meeting – Wednesday 6 October 2004 at 10.15 a.m. | |
| 3.1 Report by the Director-General on the execution of the programme adopted by the General Conference (<i>continued</i>) | 135 |
| 3.2 Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions (<i>continued</i>) | 135 |
| 4.1 Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) (<i>continued</i>) | 135 |
| Sixth meeting – Wednesday 6 October 2004 at 3.10 p.m. | |
| 3.1 Report by the Director-General on the execution of the programme adopted by the General Conference (<i>continued</i>) | 159 |
| 3.2 Report by the Director-General on the follow-up of decisions and resolutions by the Executive Board and the General Conference at their previous sessions (<i>continued</i>) | 159 |
| 4.1 Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) (<i>continued</i>) | 159 |
| Statements in accordance with Rule 30, paragraph 3, of the Rules of Procedure – Olympic Games; items 3.6.1 and 9.3 | 174 |
| Drafting Group on item 4.1 | 177 |
| Seventh meeting – Wednesday 13 October 2004 at 10.10 a.m. | |
| 9.6 New approaches and concrete actions in the dialogue among civilizations | 179 |

| Agenda item | Page |
|---|-------------|
| Eight meeting – Wednesday 13 October 2004 at 1.25 p.m. | |
| Report and draft decisions recommended by the Committee on Conventions and Recommendations | 209 |
| Report and draft decisions recommended by the Finance and Administrative Commission | 216 |
| Report and draft decisions recommended by the Committee on International Non-Governmental Organizations | 225 |
| Report and draft decisions recommended by the Special Committee | 227 |
| Ninth meeting – Thursday 14 October 2004 at 10.15 a.m. | |
| Announcement concerning the private meetings held on Monday 4 October and Wednesday 13 October 2004 | 233 |
| Report and draft decisions recommended by the Programme and External Relations Commission | 233 |
| Report and draft decisions recommended by the Drafting Group on item 4.1 | 246 |
| 9.7 Dates of the 172nd session (including the meetings of the subsidiary bodies) and provisional list of the matters to be considered by the Board at its 171st session . | 251 |
| Tenth meeting – Thursday 14 October 2004 at 3.10 p.m. | |
| Date of the annual information meeting | 253 |
| Statements in accordance with Rule 30, paragraph 3, of the Rules of Procedure – items 3.6.1 and 9.3 | 264 |
| The promotion of dialogue among peoples | 267 |
| Tribute to Mr Mohamed Al Shaabi, Secretary of the Executive Board | 267 |
| Closure of the session | 278 |

FIRST MEETING

Monday 4 October 2004 at 10.10 a.m.

OPENING OF THE SESSION

1.1 The CHAIRMAN *in extenso*:

President of the General Conference, Director-General, distinguished Members of the Executive Board, Excellencies, Dear Colleagues, Ladies and Gentlemen, welcome. It is a genuine honour and a great pleasure to be back with you today, dear colleagues, for the opening of the 170th session of the Executive Board. Let me extend a warm welcome to our new Board Members from Bangladesh, Canada, Egypt, India, the Russian Federation, Sri Lanka, Ukraine and Vanuatu. To our former members go our best wishes for continued success in their new endeavours. A special word of gratitude goes to our distinguished colleague, Mr Singhvi, the former Chairman of the Special Committee. He has made great contributions to this Organization.

1.2 Today, the expectations are high not only for UNESCO, but also for us and for what we will accomplish here. This session entrusts to us the responsibility of examining carefully the proposed Programme and Budget for the next biennium, document 33 C/5.

1.3 Dear colleagues, in the past five months, since our last session, an inspiring spirit of cooperation has prevailed between the two governing bodies and the Secretariat. One fine example of this has been the timely manner in which the documents have been delivered. I would like to congratulate the Secretariat on this accomplishment. I have been informed that, for the first time in the history of UNESCO, all documents have been distributed on time. This display of teamwork is encouraging indeed.

1.4 On behalf of the Board, I would like to express our sincere appreciation to the Director-General and all his colleagues in the Organization for the excellent work they have accomplished over the past months. I find it appropriate to make special mention of the “unknown colleagues” who here at Headquarters, in a field office or in a regional bureau do their jobs diligently and with dedication. Without their, far too often, invisible work, our decisions here could not be carried out with success.

1.5 For myself, as Chairman of the Executive Board, it has been quite an active summer as well. I took part in the 28th session of the World Heritage Committee in Suzhou, China. The work proved very fruitful, with 34 new sites inscribed and, among them, five countries with sites listed for the first time. I am happy to take this opportunity to thank our host, the Chinese Government and the Chinese people, for their overwhelming hospitality, for the brilliant organization of the conference, and for the substantial results achieved. I was also invited by the Hebrew University to Jerusalem. Just a week ago, I returned from a most impressive visit to Senegal. I had the honour of being received by H.E. President Wade, by the Prime Minister and by other ministers of the government. I deeply appreciate the most gracious and generous manner in which I was welcomed. Moreover, together with the President of the General Conference and other colleagues, I had the rare privilege of being received by His Holiness, Pope John Paul II, in private audience.

1.6 Distinguished colleagues, upon the Board’s request, a strategic review of UNESCO’s post-Dakar role in education for all (EFA) has been conducted. We look forward to discussing the results of this report in detail.

1.7 One of the Organization’s strengths remains our partnerships and coordination efforts at the country level. Let me cite just one good example: the Mondialogo School Contest, in which the

Azerbaijan and Nigerian school teams won first prize. Our advocacy role has built momentum and will continue to do so, as we strengthen cooperation with vital stakeholders.

1.8 Pursuing the ideal of the Olympic Truce endorsed last session, this year's Olympic Games in Athens were preceded by a highly symbolic event held in June at UNESCO. In a true spirit of "competition without conflict", an Israeli girl and a Palestinian boy joined hands as the Olympic flame was passed. At the Olympic Games, many countries excelled in sports not traditionally theirs. Just one shining example: Cameroon won the gold medal in the women's triple jump; the performance by Mbango Etone was rightly called a "feat for Africa". The Athens Games saw spectacular competitions; they were a heart-warming show of solidarity and fair play. Now we look forward to an equally exciting 2008 Games in China.

1.9 Reconciliation and reconstruction efforts are not easy, but proceeding well in some conflict and post-conflict areas. In fact, implementation, albeit quite gradual, is under way in four countries: Liberia, Sierra Leone, Afghanistan and the Democratic Republic of the Congo.

1.10 The elaboration of the draft convention on cultural diversity is progressing nicely after the success of the expert meeting here, at Headquarters, ten days ago. Dialogue among civilizations rests at the top of UNESCO's agenda; it is also the subject of our thematic debate next week.

1.11 Let me now turn to some of the key issues for the next twelve days. With respect to the proposed document 33 C/5, our main objective should be determining which priorities correspond to our objectives. In particular, we should decide which activities further the Millennium Development Goals, especially in the field of education.

1.12 There are other topics to be tackled: reinforcing intersectoral and interdisciplinary programmes, improving communication within the Education Sector, continuing the decentralization process. All of these topics must be addressed by conscientiously examining the budget ceilings envisaged. *For we do live in a time of scarce resources. Our ambitions, then, have to be sobered by the limits of our means.* Therefore, it is absolutely essential that we get the priorities right.

1.13 Distinguished colleagues, let us also get the basics right: for UNESCO this can only mean EDUCATION! Nearly a billion people, two-thirds of them women, will enter the twenty-first century unable to read a book or sign their names, much less operate a computer or understand a simple form. Most of them live in desperate poverty and extremely poor health. And their numbers are growing!

1.14 There are remedies: one of them is knowledge – a principal force of social transformation. It empowers a person, ensures a better future, and can alleviate poverty. Quality education for all requires us to think "globally, yet act locally". One thing is certain: we do not have the luxury of waiting. Education remains our top priority. It also has a clear role in the international response to the HIV/AIDS epidemic. Furthermore, a gender-specific approach to preventive education is crucial.

1.15 A most complex and, indeed, vital decision is approaching: how and in what manner can we improve our genetic make-up? To find the right answers, a greater scientific literacy and a reinforcement of science education are necessary. Here, the Organization's standard-setting role faces a special challenge posed by the far-reaching ethical implications of a declaration on universal norms on bioethics.

1.16 Distinguished colleagues, natural catastrophes – to our deep regret – do serious harm to people all over the world. In Haiti and other countries in the region, Hurricane Jeanne has been devastating; in Japan, relentless typhoons have cost many lives as well.

1.17 Since our last session, the situation in many areas of the world has dramatically deteriorated by an atrocious increase of violence and terrorism. In a shameless disregard for human rights, hundreds of civilians have been ruthlessly killed. Just a few weeks ago, far too many innocent lives perished in the unspeakable tragedy in Beslan. Our thoughts are with the families and friends of all the victims. We share their grief.

1.18 The Secretary-General of the United Nations, Mr Kofi Annan, has spoken for us all: “No cause, no grievance, however legitimate in itself, can begin to justify such acts”. At its 31st session in 2001, UNESCO’s General Conference called for international cooperation to prevent and eradicate acts of terrorism. It declared that the challenge of terrorism requires a coherent response. Based upon its mandate, UNESCO has a duty to make its very own contribution. Let us reiterate our full dedication to assume this responsibility. Last week, President Pervez Musharraf of Pakistan stated, and I may sum up his compelling message: we must resolve the political disputes and, as the long-term objective, deal with the lack of education and poverty in an international, organized manner. And that, too, is UNESCO’s job.

1.19 Sadly, flagrant violations of the Universal Declaration of Human Rights have continued. We deplore the assassination of 38 journalists this year. A human rights advocate put it succinctly, “We must remember that a right lost to one is lost to all”. We strongly condemn the fact that, at present, many journalists and other civilians are still kept hostage. We request those responsible to release them.

1.20 Distinguished colleagues, I am sure we are all gratified by the recent release of Mr Anwar Ibrahim, a former President of UNESCO’s General Conference.

1.21 Distinguished colleagues, let me conclude. The Executive Board has to tackle many challenging tasks. I am confident: all of you will make – throughout this session – your contribution towards concrete results and forward-looking decisions.

1.22 However, we at the Board cannot do it alone. UNESCO cannot do it alone either. Cooperation with the other international organizations is indispensable, and we need the full participation of Member States, of the civil society in our countries, and of the people themselves. What we do here will determine, at least to some extent, the path for the next biennium; that is, the scope of our capacity to help, to reach out and, ultimately, to enrich lives. We must pledge ourselves to be earnest in creating a programme and a budget that mobilize resources and produce enduring changes for the better.

1.23 Thank you for your patience and attention. I now declare open the 170th session of the Executive Board.

Item 1 AGENDA, TIMETABLE OF WORK AND REPORT OF THE BUREAU
(170 EX/1 (Prov.) Rev.; 170 EX/INF.1 (Prov.) Rev.; 170 EX/2)

2. The CHAIRMAN said that in accordance with Rule 5, paragraph 1, of the Rules of Procedure of the Executive Board, the provisional agenda (170 EX/1 (Prov.)) and the provisional timetable of work (170 EX/INF.1 (Prov.)) and the letter of convocation to attend the session had been sent to the Members of the Board on 2 August 2004. In accordance with Rule 6 of the Rules of Procedure, a revised provisional agenda (170 EX/1 (Prov.) Rev.) had been prepared to take into

account the inclusion of three new items, item **3.6.3**, proposed by the United Kingdom of Great Britain and Northern Ireland, entitled “Networks of Creative Cities within the Global Alliance for Cultural Diversity” (170 EX/18 Rev.), which would be examined by the Programme and External Relations (PX) and the Finance and Administrative (FA) Commissions, item **3.6.4**, proposed by Sri Lanka, entitled “The misuse of religious symbols and expressions” (170 EX/36 and Add.), which would be examined by the PX Commission, and item **8.5**, proposed by the Netherlands on behalf of the European Union, entitled “Participation of the European Commission in the intergovernmental meeting of experts (category II) on the preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions” (170 EX/37), which would be considered in plenary. The revised provisional agenda, the revised provisional timetable of work and the provisional agendas of the PX and FA Commissions, had been issued after the second meeting of the Bureau on 1 October.

3. The revised provisional agenda contained in document 170 EX/1 (Prov.) Rev. was adopted.

Report by the Bureau on questions that do not appear to require debate (170 EX/2)

4. The CHAIRMAN said that in accordance with Rule 14, paragraph 2, of the Rules of Procedure, the Bureau had determined that item **8.3** “Relations with the Parliamentary Assembly of the Francophonie (APF) and draft cooperation agreement between UNESCO and that regional parliamentary organization” (170 EX/30 and Corrigenda) did not appear to require a debate. Consequently, if no Member requested a debate on that item by 1 p.m. on Wednesday 6 October, the draft decision on item **8.7** contained in document 170 EX/2 would be considered adopted.

5. It was so decided.

Adoption of the provisional agenda of the Programme and External Relations Commission (170 EX/PX/1 (Prov.))

6. The CHAIRMAN, after observing that the programme aspects of items **3.1, 3.2, 3.3, 3.4.1, 3.6.2, 3.6.3, 4.1, 7.9** and **9.5** would be examined by the Commission, took it that the Board wished to approve the provisional agenda of the Programme and External Relations Commission.

7. It was so decided.

Adoption of the provisional agenda of the Finance and Administrative Commission (170 EX/FA/1 (Prov.))

8. The CHAIRMAN, after noting that the administrative and financial aspects of items **3.1, 3.2, 3.3, 3.4.1, 3.6.2, 3.6.3, 4.1, 7.9** and **9.5** would be examined by the Commission, took it that the Board wished to approve the provisional agenda of the Finance and Administrative Commission.

9. It was so decided.

10. The CHAIRMAN informed the Board that the UNESCO Staff Union (STU) had asked to take the floor during the debate on item **3.2**. The International Staff Association of UNESCO (ISAU) had also asked to take the floor during the debate on items **3.2** and **7.5**. In the past, the Executive Board had always authorized representatives of the staff associations to take the floor during debates by the Finance and Administrative Commission on items concerning the staff. Having examined their requests, the Bureau proposed that the Board authorize the representatives of those staff associations to take the floor after the representatives of the Member States had spoken on the items concerned, and before the decision or recommendation was adopted. Each statement would be limited to five minutes.

Adoption of the revised provisional timetable of work (170 EX/INF.1 (Prov.) Rev.)

11. Mme BENNANI (Maroc) dit qu'à la suite des observations qu'elle avait formulées à la 169e session à propos de la qualité des documents traduits en arabe, les responsables du service concerné lui ont fait part de la difficulté d'accomplir correctement leur tâche dans les délais très courts qui leur sont impartis, en particulier pour la traduction des rapports des commissions FA et PX. Elle demande s'il serait possible d'organiser les travaux de manière à remédier à cette situation, afin que le Conseil dispose de documents d'une bonne qualité dans toutes les langues. D'autre part, elle se dit surprise de constater que le temps consacré au débat thématique, déjà jugé insuffisant par beaucoup, a été ramené à une demi-journée, ce qui signifie concrètement qu'à l'issue des exposés liminaires, chaque intervenant ne disposera plus que de deux minutes. Traiter du dialogue entre les civilisations - sujet tout à fait fondamental pour l'UNESCO - en un temps aussi bref lui paraît être une véritable gageure.

12. The CHAIRMAN assured the representative of Morocco that every effort would be made to provide quality translations. Owing to the thematic debate, the translation services would in fact have an extra half-day to translate the commission reports. In regard to the thematic debate, the Board would have three hours to discuss the chosen topic, which would be introduced by a distinguished guest speaker. He was certain that by concentrating on essentials, Board Members would be able to make a significant contribution. Besides, the subject was one of ongoing importance for UNESCO, and was regularly discussed in various other meetings. It was thus not limited to the time allotted to the thematic debate by the Board.

13. The revised provisional timetable of work was adopted.

ORGANIZATION OF WORK

14. The CHAIRMAN said that the thematic debate on "New approaches and concrete actions in the dialogue among civilizations" would, as stated in his letter of invitation of 2 August 2004, be held on the morning of Wednesday 13 October and would be introduced by Professor Tu Weiming, Director of the Harvard-Yenching Institute. To facilitate a structured discussion, Members were requested to limit their statements to a maximum of four minutes. The general debate on items **3.1**, **3.2** and **4.1** would shortly be introduced by the Director-General. The total speaking time for each Member would be eight minutes. The Director-General would reply to the statements by the Members of the Board on the morning of Wednesday 6 October, and would then respond to questions.

Item **1.1** ELECTION OF THE CHAIRMAN OF THE SPECIAL COMMITTEE

15. The CHAIRMAN drew attention to Rule 16, paragraph 3, of the Rules of Procedure concerning the replacement of the Chairman of a Commission or other subsidiary body unable to complete his or her term of office. At the 168th session of the Board, Mr Laxmi Singhvi (India) had been elected Chairman of the Special Committee, but had been recently replaced as the representative of India by Ms Kapila Kvatsyayan.

16. Ms INAYATULLAH, speaking as Vice-Chairman of the Asia and the Pacific group, said it was her privilege to introduce Ms Kapila Kvatsyayan, who came from the land of Gandhi, a visionary who had renounced violence, and a land of an ancient civilization and multicultural identities. She was an activist and humanist engaged in the construction of human dignity; Members would find in her a very distinguished colleague. It was her pleasure, on behalf of the Asia and the Pacific region, to propose Ms Kvatsyayan as Chairman of the Special Committee.

17.1 The CHAIRMAN asked whether, after hearing the proposal made by Group IV to nominate Ms Kapila Kvatsyayan for election as Chairman of the Special Committee, any Members objected to the suspension of Rule 16, paragraph 3, of the Rules of Procedure and the waiving of the requirement under Rule 67 for 24 hours' notice of the proposal for suspension.

17.2 Seeing no objection, he declared Ms Kapila Kvatsyayan elected as Chairman of the Special Committee for the remainder of the term, and took the opportunity to thank the representative of Ghana for his excellent work as Temporary Chairman of the Committee.

18. Ms KVATSYAYAN (India) (Chairman of the Special Committee) said that she would do her utmost to fulfil the great responsibility entrusted to her. She thanked the Vice-Chairman of the Committee who had nominated her, and added that she would, in her humble way, endeavour to relay the visionary voice of Mahatma Gandhi in order to secure a world of non-violence and peace.

Item 2 APPROVAL OF THE SUMMARY RECORDS OF THE 169th SESSION
(169 EX/SR.1-9)

19. The CHAIRMAN said that, in accordance with Rule 23, paragraph 3, of the Rules of Procedure, the Secretariat had prepared provisional summary records of the 169th session and had circulated them to Member States for corrections. The corrections had been incorporated and the final versions of the summary records had been sent to Member States on 18 June 2004.

20. The summary records of the 169th session were approved.

TRIBUTE TO THE MEMORY OF EMINENT PERSONS DECEASED SINCE THE
168th SESSION OF THE EXECUTIVE BOARD

21. The CHAIRMAN paid tribute to the memory of **Ms Maria de Lourdes Pintasilgo**, representative of Portugal on the Executive Board from 1976 to 1980, **Mr Jose Augusto Seabra**, representative of Portugal on the Board from 1991 to 1993, and **Mr Walter Gehlhoff** (Germany), who had served on the Board from 1985 to 1989.

22.1 The DIRECTOR-GENERAL *in extenso*:

Mr Chairman, Excellencies, Ladies and Gentlemen, it is my sad duty to pay tribute to the following five eminent persons who passed away in the last six months.

22.2 On 18 April 2004, I was saddened to receive the news of the passing away of the former Prime Minister (1970-1992) and President (1993-2000) of Fiji, **Mr Ratu Sir Kamisese Mara**. Ratu Mara will be remembered as a key figure in the building of the modern State of Fiji and as one of the Pacific region's foremost statesmen, who was a strong believer in the role of the United Nations.

22.3 Equally saddening was the news of the passing away of **Mr Zenko Suzuki**, former Prime Minister of Japan (2180-2182). Although his term of office was relatively short, he nevertheless managed to promote the spirit of *wa* (harmony) in political discussions, and paved the way for the introduction of a number of far-reaching social reforms.

22.4 On 6 July 2004, Austria lost a great man in the person of **Mr Thomas Klestil**, former President, at the age of 71. A distinguished diplomat, he held the important posts of Austrian Ambassador to the United Nations and later to the United States prior to his election to the post of President in 1992. His spirit of partnership and tolerance won him international admiration and respect.

21.5 On behalf of UNESCO and in my own name, I take this opportunity to present my sincere condolences and deep sympathy to the Governments and the peoples of Fiji, Japan and Austria, as well as to the families of these great men.

(Le Directeur général poursuit en français)

22.6 J'ai aussi le triste devoir de vous informer de la disparition, le 14 septembre dernier, de **M. Jean Sirinelli**, Président de la Commission nationale française pour l'UNESCO de 1979 à 1997. Pendant les quelque vingt années où il a exercé ces fonctions, Jean Sirinelli a suscité le respect et l'admiration de tous. Cet homme de culture exprimait la voix de la sagesse, de la modération et d'un engagement enraciné dans les valeurs de l'humanisme. Il laisse intact un enseignement dont nombre d'entre nous continuent de se réclamer.

22.7 J'ai enfin le triste devoir de vous annoncer le décès de notre collègue **Michel Batisse**, ancien Sous-Directeur général pour les sciences exactes et naturelles, le 27 septembre dernier. La longue carrière qu'il a effectuée à l'UNESCO, où il était entré en 1951 et qu'il a servie pendant plus de trente ans, lui a permis de donner naissance à un certain nombre d'orientations clés dans les programmes de l'UNESCO, et à une vision intégrée de la gestion de l'environnement. Père du programme MAB et du Programme hydrologique international, on peut aussi le considérer comme l'un des fondateurs du concept de développement durable. Il possédait un sens aigu de ce qui était politiquement possible et concrètement réalisable, et il a été une figure incontournable internationalement reconnue sur les questions d'environnement. Il a continué à participer très activement, jusqu'à ces dernières semaines, aux travaux de l'Organisation dans ce domaine et nous laisse un héritage intellectuel inestimable.

Le Conseil observe une minute de silence en hommage à la mémoire des disparus.

Item 3 EXECUTION OF THE PROGRAMME

Item 3.1 REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3)

Item 3.2 REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3)

Item 4 DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5)

Item 4.1 PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I(A), I(B), I(C), II and III; 170 EX/INF.3)

23.1 The DIRECTOR-GENERAL *in extenso*:¹

Mr Chairman of the Executive Board, Mr President of the General Conference, Excellencies, Ladies and Gentlemen, as I reflect upon the challenges facing the Organization, I am acutely conscious today of a sense of enhanced vulnerability in the world at large. This sense of vulnerability arises from the sheer arbitrariness of events that suddenly, without warning, damage people's lives. It arises from the catastrophic impact of natural forces, whose destructive power is more than a match for our precautions. In this regard, I would like to take this opportunity to send

¹ The Director-General's introductory statement was also issued as document 170 EX/INF.4.

my condolences to all the victims of the terrible hurricanes that have recently occurred in the Caribbean.

23.2 This sense of vulnerability also arises from the intrusion of human violence into parts of our lives that we thought were sacrosanct, such as the schools where our children gather to learn. The tragic events in Beslan early last month shocked and appalled the entire world; our deep condolences go to the victims, the majority of whom were children, and to their families. In addition, a feeling of insecurity arises from the way that disease may be transmitted with alarming rapidity from one part of the world to another. Whether it derives from the callous acts of terrorists, the effects of natural disasters or the mutations of viruses, this sense of vulnerability is increasingly evident within the public mood of our times.

23.3 As a result, it is no longer possible to sustain a sharp divide between the global and the local, or between public processes and our private lives and personal concerns. Our vulnerability is, at one and the same time, individual and collective. This means that we are necessarily involved in complex relations of interdependence. This is the source of the challenges we face today, but it is also, I believe, the avenue for addressing them effectively.

23.4 In a world of growing interdependence, mechanisms of international cooperation, especially multilateral institutions like the United Nations system and its funds, programmes and specialized agencies, become more, not less, important. Of course, new developments or unanticipated shocks may place stress upon these mechanisms and may stimulate questions about their relevance and effectiveness. This is why the reform and renewal of multilateral bodies are so crucial, especially at this precise moment in time, when uncertainty and instability are rendering old assurances obsolete.

23.5 UNESCO approaches the issues of United Nations reform and the debate over multilateralism from the standpoint of a specialized agency. As we define our role and niche within the evolution of the international system, we may well need to adjust our actions and approaches, but we should not compromise or abandon the Organization's essential character.

23.6 The very nature of its international work, such as its normative function, requires it to operate at both the global *and* the country levels. While we cannot be in every country, this does not mean that we should give up a country-level role. On the contrary, given the kinds of work we are increasingly undertaking, the linkage between the international and the national is essential, and I do not mean in a top-down way. Headquarters has much to learn from the field, and this requires a feedback loop that embraces all of our key functions.

23.7 UNESCO is sometimes accused (I am using my words carefully) of being an intellectual organization, with its head in the clouds of normative standards and ethical precepts, but this is not merely an unkind caricature, it actually misinterprets how UNESCO performs its intellectual and ethical functions. If it were ever to be cut off from the country level, UNESCO would wither on the vine. It is through the dynamic interaction between the international and the national levels that specialized agencies like UNESCO do the work of international cooperation. The key task now is to strengthen our field capacity so that we may do this work better.

23.8 Ladies and gentlemen, these considerations, in fact, form an important part of the context within which the education for all (EFA) strategic review was conducted during the summer. In my remarks to you this morning, I shall not attempt to cover all aspects of the strategic review, but shall highlight certain issues that are important for our future action.

23.9 The strategic review was done in a positive spirit that generated good internal collaboration. It was an intense process, but the time constraints helped to concentrate minds. Our approach was free of all complacency, as shown by the honest and frank examination of the main strands of our post-Dakar performance, the acknowledgement of obstacles and shortfalls, and the recognition that more should have been done and more needs to be done. The strategic review helped the Secretariat to identify areas not only where improved performance is both necessary and desirable, but also where UNESCO needs to re-envision its role, niche and, indeed, ambition.

23.10 The strategic review should be seen as a transitional moment between the first phase of post-Dakar follow-up and the next phase, which will be designed, at least in part, with reference to the lessons learnt from its predecessor. This moment is also anticipatory in that the disappointment of not meeting the first EFA and Millennium Development Goal (MDG) target that falls due – namely, gender parity in education by 2005 – is stimulating much analysis and reflection, especially regarding the implications for the larger effort.

23.11 The strategic review has helped UNESCO to better understand the way in which it has approached the dual mandate bestowed upon it at Dakar; that is, its role of “coordinating EFA partners and maintaining their collaborative momentum”, and the requirement that it “refocus its education programme in order to place the outcomes and priorities of Dakar at the heart of its work”. On both counts, the strategic review showed that much has been done by UNESCO but, if it is to play the role of global champion of EFA effectively, UNESCO must re-galvanize its efforts and adopt a more proactive, mobilizing and dynamic style.

23.12 To this end, UNESCO sees it as vital that it becomes stronger at the national, subregional and regional levels. While strengthening the performance of its international coordination role, UNESCO must also help to translate global commitments into practical action in Member States. This may take the form of greater involvement in coordination at the national level, but it certainly calls for a more vigorous and effective performance of its mobilization, advocacy and policy dialogue functions, as well as increased contributions to EFA-related planning and capacity-building. It will also require fuller engagement with the United Nations Country Team mechanism and the Poverty Reduction Strategy Paper, Common Country Assessment and United Nations Development Assistance Framework processes.

23.13 To do this, however, we need the means. To some extent, we have been impeded by our own structures, but the decentralization process is helping to create a new opportunity to enhance UNESCO’s presence and action at the country level. As my report to the Board shows, this will require the building up of field office capacities in key areas. In this regard, more staff training is certainly part of the answer, but increased staffing, suitably qualified, and more resources will be needed too.

23.14 This is where the strategic review presents a challenge to you, UNESCO’s Member States. Through the regular Programme and Budget as well as through extrabudgetary funding, the Organization will need additional support if it is to fulfil what has been laid down in the strategic review. I can assure you that we are willing and eager to take on the challenge; what we need now is your support.

23.15 In the months ahead, in conjunction with the C/5 process and the decentralization review, we shall set about preparing the EFA strategy and implementation plan for the 2005-2015 period, to be presented at the 171st session of the Executive Board next spring. We shall integrate into this process not only the practical implications of our enhanced EFA vision, but also the frameworks of action of United Nations Literacy Decade (2003-2012) and United Nations Decade of Education for Sustainable Development (2005-2014). Both Decades, I believe, will prove to be important vehicles

for demonstrating intersectorality-in-action as well as the productive interplay between the international and the national levels of action that I referred to earlier.

(Le Directeur général poursuit en français)

23.16 Monsieur le Président, Mesdames et Messieurs, c'est dans le même état d'esprit que j'ai préparé mes propositions préliminaires pour le prochain Programme et budget, le 33 C/5. Celui-ci constituera la dernière étape de la mise en œuvre de la Stratégie à moyen terme pour 2002-2007. Il revêt, en ce sens, une importance toute particulière, puisqu'il sera la dernière occasion pour assurer la mise en œuvre, la plus complète possible, des objectifs stratégiques à moyen terme, ainsi que pour apprécier les effets des réformes qui leur étaient associées.

23.17 Le processus de réforme a été guidé par le souci d'élaborer une vision plus précise et communément partagée du rôle et des responsabilités de l'UNESCO en ce début du XXI^e siècle. Il est largement admis - même si je n'entends pas céder aux sirènes de la complaisance - que des progrès ont été faits, durant ces quatre années, en termes de pertinence et de définition des "niches" qui sont propres à l'UNESCO. Les profils d'action de notre Organisation se sont précisés, et certains connaissent un succès grandissant : je songe à la fonction normative ou - qu'il s'agisse de la formulation de politiques et d'approches novatrices - à la qualité de l'éducation ou au patrimoine immatériel.

23.18 Mais cette activité de portée globale n'est pas suffisante. Nous devons veiller à ce que ces principes communs, ces approches nouvelles soient appliqués de manière tangible, au niveau des pays, par des stratégies et des politiques appropriées, ainsi qu'à travers des programmes plus directement tournés vers l'action.

23.19 Cela appelle de rapides améliorations et un réel renforcement de notre réseau hors Siège. J'y travaille sans relâche et malgré les efforts déjà déployés, je suis conscient de la nécessité d'augmenter le nombre et de rehausser la qualité de nos collègues de terrain, de les doter d'outils plus performants, d'une autorité mieux définie, de viser à une meilleure harmonisation avec le reste du système des Nations Unies, de développer les synergies et de construire des alliances.

23.20 Mais pour pouvoir poursuivre avec détermination ces objectifs, pour que cette vision ait la chance de se réaliser, un minimum de moyens est nécessaire. J'en viens à mon dernier point : celui du plafond budgétaire pour le prochain biennium. Dans les documents 170 EX/12 et 170 EX/INF.3, j'ai indiqué que quatre scénarios pouvaient être envisagés, deux construits sur la base de la "croissance réelle zéro", et deux sur une base dite de "croissance nominale zéro". La présentation que j'en ai faite semble avoir été jugée "émotionnelle", trop émotionnelle, par certains d'entre vous. Si tel est le cas, je vous prie de m'en excuser. Mon objectif, bien au contraire, était d'être réaliste.

23.21 C'est au nom du principe de réalisme que j'ai reconnu que, bien que le premier scénario corresponde à l'application *stricto sensu* du principe de la croissance réelle zéro (qui ajoute à la base actuelle les augmentations liées à l'inflation, aux obligations statutaires et aux ajustements tels que le remboursement du prêt pour la rénovation et les mesures de sécurité), bien que ce scénario, donc, soit le seul qui maintienne à notre Organisation son niveau actuel de ressources, il pouvait soulever des difficultés pour les États membres en proie à de réels problèmes budgétaires.

23.22 C'est également au nom de ce principe de réalisme que j'ai indiqué que le quatrième scénario, qui correspond à l'application *stricto sensu* du principe de la croissance nominale zéro - même plafond budgétaire : 610 millions de dollars - "affaiblirait considérablement l'Organisation dans son ensemble et représenterait un recul vis-à-vis des efforts déployés depuis 2000 en vue de la réforme".

23.23 Pourquoi ? Parce qu'il impliquerait que nous aurions 58,5 millions de dollars supplémentaires à "absorber", c'est-à-dire à financer dans le cadre de l'enveloppe actuelle. Ce qui ne pourra se faire simplement en réalisant de nouveaux gains de productivité. Nous pouvons certes, nous devons même - et je m'y engage - faire de nouveaux ajustements, des rationalisations, des redistributions. Mais nous parlons de 58,5 millions de dollars sur une enveloppe de 610 millions !

23.24 Je ne vois pas comment éviter des réductions d'effectifs, des coupes dans les programmes, même les plus prioritaires, et surtout - ce qui est au cœur de mes préoccupations - je ne vois pas comment poursuivre l'amélioration de la décentralisation dans un pareil contexte d'austérité. Nous savons tous qu'il y a encore des lacunes de base dans les effectifs hors Siège : l'Équipe spéciale sur la décentralisation les répertorie et étudie les moyens de les combler. Aucun plan sérieux de renforcement du dispositif hors Siège ne peut être développé si les seules hypothèses envisageables sont les réductions, les fermetures, les renoncements. L'examen stratégique du rôle de l'UNESCO après Dakar en matière d'Éducation pour tous a clairement montré, je le disais il y a un instant, que l'UNESCO doit renforcer son action au niveau local pour être à la hauteur des responsabilités qui lui ont été confiées. Il nous faut donc continuer à renforcer le dispositif hors Siège, ce qui me semble impossible s'il me faut par ailleurs réaliser 58,5 millions d'économies.

23.25 Je voudrais rappeler que l'Organisation a connu jusqu'en 2004 six années consécutives de croissance nominale zéro, dont quatre ont concerné les deux premiers bienniums de mon mandat. Pour faire face aux réductions qu'implique une croissance nominale zéro, il m'a fallu déployer beaucoup d'efforts pour absorber les coûts liés à l'inflation et aux augmentations statutaires sans toucher le programme. J'ai fait face à ces augmentations par des rationalisations internes et par la suppression d'un certain nombre de postes. En quatre années, j'ai supprimé quelque 300 postes au Siège ; si l'on compte que, dans le même temps, je créais quelque 50 postes hors Siège, la réduction nette que j'ai opérée s'est élevée à environ 250 postes. Toujours dans ce contexte de croissance nominale zéro, j'ai réussi à accroître les ressources consacrées aux priorités principales, ce qui a notablement renforcé la concentration du programme et l'impact de notre action.

23.26 Il est vrai que ce biennium, nous avons pu bénéficier d'une augmentation de 66 millions de dollars, liée au retour des États-Unis d'Amérique. Cette croissance ne s'est pas traduite - notez-le bien - par un quelconque relâchement de la discipline budgétaire, puisque j'ai continué, pour augmenter le nombre de postes hors Siège, à diminuer celui des postes au Siège, supprimant même dans certains cas des postes occupés, ce qui a causé les problèmes humains que l'on peut imaginer.

23.27 Je suis déterminé à poursuivre cet effort de rationalisation et d'allègement des structures. Mais il est illusoire de penser qu'il me sera possible de réaliser 58,5 millions d'économies par ces voies-là, c'est-à-dire en réduisant le nombre de postes au Siège. Songez qu'en cinq ans, l'Organisation est passée de 1.662 postes au Siège à 1.365 ! Il n'y a plus guère de marge de manœuvre. Adopter le scénario 4, ce serait donc m'obliger à couper aussi dans le programme, ce qui conduira à une nouvelle détérioration des ratios coûts de personnel/coûts de programme, ou encore coûts de programme/coûts administratifs, alors qu'ils s'étaient considérablement améliorés au cours de ces dernières années, plaçant l'UNESCO parmi les meilleures institutions des Nations Unies.

23.28 Je parlais à l'instant de réalisme. Le réalisme, pour moi, ce *n'est pas* de considérer que la croissance nominale zéro est le seul moyen d'obtenir plus de concentration, plus d'efficacité, plus d'impact. Ce peut être vrai dans certaines circonstances et pour une certaine période de temps. Cela a été vrai au moment où j'ai pris mes fonctions, dans le cadre du 30 C/5. Cela a été vrai également dans le cadre du 31 C/5, et vous vous souviendrez que c'est moi-même qui vous ai proposé volontairement pour le 31 C/5 un scénario de croissance nominale zéro, soucieux de poursuivre la rationalisation de nos structures et de nos méthodes de travail.

23.29 Après six ans d'efforts, la croissance nominale zéro ne peut plus être considérée comme le levier du changement. Faire le choix du scénario 4, c'est-à-dire m'obliger à réaliser des économies d'un montant de 58,5 millions de dollars, ce serait annuler totalement le bénéfice apporté par le retour des États-Unis, et réduire le pouvoir d'achat de l'UNESCO à celui qui était le sien en l'an 2000, quand j'ai pris mes fonctions.

23.30 Je parlais de réalisme. Il consiste bien au contraire à encourager les mouvements de réforme, là où ils réussissent ; à assurer les moyens minimum nécessaires pour atteindre les objectifs fixés d'un commun accord ; à apprécier le coût (caché mais réel) de la non-action et de l'action retardée. C'est aussi reconnaître les efforts faits, et les sacrifices consentis - et nous savons qu'ils ont été nombreux - et donner à chacun dans cette Organisation le sentiment que les États membres savent faire la différence et apprécier le dynamisme reconquis.

23.31 J'ai également proposé deux scénarios intermédiaires. Le scénario 2 est un scénario de croissance réelle zéro, mais dans lequel je me propose d'absorber le coût de l'emprunt et des mesures de sécurité (20,7 millions de dollars). Ce scénario, même s'il implique des redéploiements et de nouvelles économies, permettrait néanmoins de préserver l'essentiel des acquis et de ne pas trop freiner la poursuite de la réforme.

23.32 Le scénario 3 est un scénario de croissance nominale zéro, mais ajoute à la base actuelle de 610 millions de dollars ces dépenses obligatoires et tout à fait nouvelles que constituent le remboursement de l'emprunt et les mesures de sécurité.

23.33 Je souhaiterais, comme je l'ai dit, que s'engage un dialogue franc et ouvert sur ces questions. À mon sens, il serait bon que la discussion porte principalement sur les scénarios 2 et 3, qui pourraient sans doute donner lieu à d'autres hypothèses intermédiaires. Si certains pays continuaient néanmoins à favoriser le scénario 4, je souhaiterais qu'ils me donnent des indications claires quant aux moyens, méthodes et domaines qui permettraient de mettre en œuvre ce scénario et faire face à ses implications.

23.34 Monsieur le Président, Mesdames, Messieurs, nous avons tous besoin, pour agir, de croire et d'espérer. De croire en une UNESCO stable et fiable, investie d'une responsabilité réelle dans la poursuite des Objectifs du Millénaire pour le développement ; une Organisation qui ne voie pas ses missions essentielles et la mise en œuvre de son programme perturbés par la perspective de coupures incessantes et de réductions à répétition. Nous avons besoin d'espérer en une UNESCO qui soit le pivot de la coopération internationale en faveur de l'Éducation pour tous, qui soit le champion de la diversité culturelle et de la liberté d'expression, une Organisation qui place la gestion des ressources en eau douce et des océans au cœur du développement durable, une Organisation qui sache faire face aux nouveaux défis éthiques qu'appelle le développement des sciences et des technologies dans un monde en voie de globalisation ; une Organisation qui ouvre la perspective de véritables sociétés de la connaissance.

23.35 Nous ne pourrons faire progresser cette vision que si nous sommes assurés d'une base budgétaire stable pour l'avenir. C'est vrai de l'UNESCO comme de toutes les autres institutions du système des Nations Unies.

23.36 Pour ma part, j'ai confiance : confiance en notre capacité de relever ces défis ; confiance en votre volonté de donner à cette Organisation – qui s'apprête à célébrer ses soixante années d'existence - les moyens de tenir la place que vous lui assignez sur la scène internationale.

La séance est levée à 11 h. 20.

SECOND MEETING

Monday 4 October 2004 at 3.55 p.m.

- Item 3.1 REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item 3.2 REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item 4.1 PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I(A) and Addenda and Corr., I(B), I(C), II and III; 170 EX/INF.3; 170 EX/INF.4) (*continued*)

1.1 Mr SAMARAWEERA (Sri Lanka) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, distinguished Members, ladies and gentlemen, my congratulations to the Director-General for an inclusive and comprehensive statement this morning, which has raised a number of topical issues, which I am sure will be discussed in detail during the course of this session.

1.2 The Director-General's report affirms the centrality and priority of education for all (EFA) in the work of UNESCO, showing that EFA has implications for UNESCO's action in every type and level of education as well as in other fields of competence.

1.3 Sri Lanka is fully supportive of UNESCO's role in setting policies to promote quality mechanisms. Sri Lanka's comprehensive policies in the field of education, under the guidance of President Chandrika Kumaratunga, who is also Minister of Education, have enabled us to attain many of the objectives set out, such as universal primary education and gender parity at all levels. However, we realize that quality is as important a dimension as quantitative and statistical dimensions.

1.4 Given the high level of unemployment and under-employment among graduate youth in the country, it has become imperative that we transform our current higher education structure into a sustainable, results-oriented system in line with the context of globalization. This is further required to avoid the inevitable flow of intellectual resources from developing to developed countries where students are offered not only quality education but also possibilities of pursuing lucrative careers. UNESCO's line of action in promoting partnership, technology transfer and capacity-building in education is fully endorsed by us.

1.5 Another of UNESCO's ongoing actions that we acclaim is the introduction and development of policies ensuring the education of excluded children. We are committed to putting an end to the recruitment of child soldiers by the separatist movement in Sri Lanka, and have set up operational programmes for their rehabilitation and re-inclusion in civil society. In this respect, UNESCO's programme is vital to fulfil these objectives. Facilitating their re-entry into civil society is not a simple task, and Sri Lanka needs the assistance and experience of an organization like UNESCO in this exercise, which will be a significant learning experience, I believe, for many of us.

1.6 Sri Lanka would like to see greater generalization of UNESCO's valuable expertise in the communications sector, and notes with satisfaction UNESCO's success in its programmes in areas such as media freedom and community radio. We in Sri Lanka are strongly committed to

establishing a free and responsible media culture, and would like to see UNESCO's experience maximized in the training of professionals.

1.7 The Director-General has indicated clearly that the reforms of the working methods of the International Programme for the Development of Communication (IPDC) are beginning to bear fruit. We regret to note that the programme is under-resourced at present and is unable to meet its obligations. In order to underline our commitment to this programme, Sri Lanka is willing to make a contribution within the parameters of our resources.

1.8 Mr Chairman, Sri Lanka would like to introduce a point of discussion on the misuse of religious symbols and expressions, which I feel is an important subject pertaining to cultural diversity. Today, many people in the marketing, advertising and entertainment industry hurt the sensitivities of many groups and communities, not through malicious intent, but through the lack of awareness that what they consider to be artistic, interesting or simply commonplace may have a devastatingly harrowing impact on members of other cultures when these symbols are used out of context. The misuse of religious symbols is, therefore, to a great extent, a result of the lack of awareness and, consequently, insufficient respect with regard to the sensitivities of others. We commend the action undertaken by UNESCO to develop intercultural dialogue and pluralism – if I may use the phrase “dialogue among civilizations” – with the aim of fostering respect for cultural diversity; Sri Lanka is a strong proponent of and participant in such programmes.

1.9 Sri Lanka is increasingly committed to the streamlined and efficient functioning of this Organization, and to this end we strongly support the Director-General's proposals put forward in the full zero real growth scenario. However, we cannot emphasize enough the importance of making savings through the reduction of certain operational costs while strengthening the programme activities. It is with this in mind, Mr Chairman, that I wish to address a matter of concern which has been at the heart of our regional group, the Asia and the Pacific group. We have been requested to sacrifice one of our regional participation programmes in order to pay for the regional consultation on the preparation of the Draft Programme and Budget for 2006-2007 (33 C/5). The group has repeatedly expressed the undesirability of this situation, and we urge the Director-General to find means of financing this very important meeting through the regular budget.

1.10 It is also with satisfaction that I note that the Committee on Conventions and Recommendations is making headway in focusing on its original mandate of monitoring the conventions and recommendations falling within the Organization's remit. Duplication of work within the United Nations system is both unnecessary and – considering the present budgetary difficulties faced by this Organization – undesirable. I wish to urge the Director-General, and this body, to examine closely the impact that can be made through the efficient functioning of this very important Committee as soon as possible.

2.1 Mr SATO (Japan) *in extenso*:

Thank you Mr Chairman. I will go straight to the issues at hand. I appreciate that the agenda for this meeting includes document 33 C/3, which is not a mere retrospective, but a critical “results-based” document, which should inform the ongoing management of the programme and budget as well as the new C/5 document.

2.2 I wish to look first at the execution of the present programme, and specifically UNESCO's involvement in post-conflict situations. Education assistance for capacity-building in Iraq and cultural assistance to help the Iraqi people consolidate their identity remains an urgent and critical task. Japan has contributed to the United Nations Development Group (UNDG) Iraq Trust Fund for the reconstruction of Iraq, of which a part has been earmarked for programmes implemented by UNESCO. As with Afghanistan, we expect UNESCO to play a role in Iraq drawing on its expertise.

The International Meeting for Reconstruction in Iraq to be held this month in Tokyo should prepare the ground for further cooperation in this process. We highly appreciate UNESCO's role as the coordinator to achieve the education for all (EFA) goals. In order to achieve the goals globally, and particularly in Africa, it is important to press ahead with the outcome of the intermediate review. We commend the timely production of the strategic review. The EFA goals can be achieved only when UNESCO, other international organizations, and the countries involved themselves all work together more effectively. UNESCO can and should play its role, but we must remember that the ultimate responsibility lies with us, the member governments.

2.3 As for the United Nations Decade of Education for Sustainable Development (2005-2014), which starts next year, we understand that UNESCO will soon present the draft international implementation scheme at the United Nations General Assembly. It is UNESCO's task to clarify and map the concept of education for sustainable development (ESD), linking it to other important initiatives. The importance of, and challenges for, post-primary education, which was highlighted at the International Conference for Education (ICE), also requires careful consideration.

2.4 Concerning water, my government has made a formal request to the Director-General with a view to establishing the International Centre for Water Hazard and Risk Management under the auspices of UNESCO. We hope to be able to submit this to the Board in 2005 at its spring session. In this connection, we look forward to UNESCO's contribution to the United Nations World Conference on Disaster Reduction to be held in Kobe, Japan, in January 2005. We are also keen to see strong follow-up by UNESCO to the 1999 World Conference on Science in Budapest so that its outcome can bear meaningful fruit.

2.5 Coming to UNESCO's role as standard-setter, we are pleased to note that progress is being made with the cultural diversity convention, the anti-doping convention, the universal declaration on bioethics, and the guidelines for the quality assurance of higher education. We Member States must take it upon ourselves to do our utmost to ensure that these efforts may materialize at the next General Conference.

2.6 As for the Convention for the Safeguarding of the Intangible Cultural Heritage, my government is pleased to have deposited its instrument of acceptance in June. We welcome the initiatives taken to organize the regional seminars for the dissemination of the Convention, and we hope to see the process of ratification pick up pace so that the Convention may enter into force soon.

2.7 Mr Chairman, I now come to document 33 C/5. We continue to hold in high regard the Director-General's drive for reform and effective management of the programme, and we have listened to his presentation this morning with great care. We appreciate the difficulties posed by the increasing pressure from the additional costs. That said, regarding the budget ceiling, our stringent budgetary situation at home does require us to adhere to tight fiscal discipline. Of the four options proposed, options 1, 2, and 3 present us, in varying degrees, with difficulty. We believe that the basic response should be an innovative one, which would enable us to identify further efficiency gains, savings, and improved linking of resources to objectives. Where that is truly no longer feasible, we will need to consider the phasing out of those activities which are of lower priority or have outlived their usefulness. In doing so, we believe that there are new approaches and methodologies which should be explored to ensure that the overall performance of the Organization is not weakened.

2.8 There is no question about the urgency and importance of the security measures. We will, however, need to ascertain more specifically what further reductions are possible in the budget and programme before taking a definitive position on this question. As for any unspent balance, we

would be prepared to consider its use, on an exceptional basis, for urgent requirements arising from developments on the international scene.

2.9 Turning to the programmes, we are generally in favour of the principal priorities identified for each Major Programme. We do see areas where further adjustment may be required in light of recent developments; for example, in Major Programme I the United Nations Decade of Education for Sustainable Development (2005-2014) warrants more thorough coverage.

2.10 Finally, I would like to touch upon the relationship between the three organs, or in short, the governance of UNESCO. While I do not wish to go into details pending the discussion later this month by the ad hoc working group, I would like to summarize Japan's thinking as follows: in discussing UNESCO's governance, a clear distinction should be drawn between the functions of the two governing bodies. The General Conference should provide the opportunity for a meaningful debate focused on the major policy issues of the day, whereas the Executive Board, while retaining its policy orientation, should live up to its "executive" role more effectively in overseeing the management of the House. These improvements can and should be made without in any way compromising the nature of UNESCO as an intellectual organization.

2.11 Along with the review of the decentralization policy and the overall drive for results-based management, all of these initiatives must come together as a synthetic whole if we are to achieve our most fundamental objective – namely, to construct a stronger UNESCO, which is better able to fulfil its role and responsibility in the world. My government for one will spare no effort to contribute to that end. Thank you very much, Mr Chairman.

3.1 El Sr. MERCADER (Uruguay) *in extenso*:

Señor Presidente, la delegación de Uruguay felicita al señor Director General por el informe brindado esta mañana y haremos seguidamente algunas consideraciones sobre aspectos de ese informe y otros temas importantes.

3.2 En materia de educación, mi delegación comparte la expresión tan gráfica empleada por el Sr. Director General: la UNESCO debe ser el campeón mundial de la educación, pero queremos agregar que debe insistir en la educación en valores y en particular en la educación para la paz y la no violencia. Ghandi, citado esta mañana por la distinguida delegada de India, es un buen símbolo de la prédica que queremos realizar en los planes a medio y largo plazo del programa de EPT. Lo que estamos viviendo en el mundo, la violencia global, el terrorismo, el hacer víctimas de actos terroristas a los niños y civiles, nos obliga a acentuar ese esfuerzo. Se trata de cumplir con el preámbulo de la Constitución de la UNESCO que dice que, dado que las guerras nacen en la mente de los hombres, allí es donde deben construirse los baluartes de la paz mediante la educación. No debemos olvidar estas sabias palabras, propuestas por el británico Julian Huxley para el preámbulo de la Constitución, y pedimos al Sr. Director General que en la estrategia futura y la evaluación post-Dakar se incluya el estado de avance del Proyecto Regional de Educación para América Latina y el Caribe (PREALC) 2002-2017.

3.3 Como señala el Sr. Director General en uno de sus informes escritos, la delegación de Uruguay entiende que se debe insistir en fortalecer los vínculos entre políticas culturales y políticas de desarrollo. Es misión de la UNESCO procurar que se comprenda que hay una dimensión cultural del desarrollo que debe atenderse en los planes de los gobiernos. Si la gente no está convencida, si no participa, si lo que se propone en el campo político, económico o social contraría las actitudes, las tradiciones y los principios básicos de las personas, los planes fracasan. En materia de patrimonio queremos compartir con ustedes el éxito de una experiencia exitosa en Uruguay. El Día del Patrimonio, que coincide con la llegada de la primavera en nuestro país, es un día de apertura no sólo de los museos, sino de sitios históricos y de interés general, que la gente comúnmente no puede

visitar. Entre ellos, figuran la residencia privada del Presidente de la República y sus oficinas, e incluso residencias de diplomáticos en el extranjero que acompañan la celebración y otros muchos lugares. Es un día de fiesta y reencuentro con la cultura. Por último, en materia de cultura, apoyamos lo realizado en la primera reunión de expertos gubernamentales relativa a la elaboración de un Anteproyecto de convención sobre la protección de la diversidad de los contenidos culturales y las expresiones artísticas celebrada hace pocos días, en la cual se fundan tantas expectativas.

3.4 Queremos referirnos ahora al tema de la comunicación e información –al Gran Programa V– que nos preocupa porque no se ha incorporado en el orden del día de esta reunión ningún punto referente a esta cuestión. Pedimos que este tema se incluya en el orden del día de la 171ª reunión del Consejo Ejecutivo. Sobre este punto queremos, además, destacar la importancia de la libertad de expresión por sí misma y como sustento de los demás derechos y libertades democráticas. Por ello queremos enfatizar dos aspectos. Uno, que la UNESCO levante su voz cada vez con más fuerza cuando un periodista es víctima de violencia. El Presidente del Consejo Ejecutivo decía esta mañana que 38 periodistas han sido asesinados este año, una cifra terrible que habla de la gravedad del problema. El otro aspecto a destacar es que el PIDC debe ser estricto en el cumplimiento del objetivo de procurar la libertad de expresión. Los países que no la respetan y que reprimen, e incluso encarcelan, a los periodistas no deberían ser beneficiarios, en ningún caso, de proyectos en el marco del PIDC, tal como lo manda el propio reglamento de este programa.

3.5 En cuanto a la bioética y la declaración sobre las normas universales que se está redactando, la delegación de Uruguay se congratula de la realización de un seminario subregional en Buenos Aires, que tendrá lugar en el mes próximo con la participación de los países del MERCOSUR, más Bolivia, Chile y Perú. Se espera que allí se aúnen criterios a nivel regional para incorporarlos a la declaración sobre la bioética.

3.6 Sobre los desastres naturales, aludidos esta mañana por el Presidente del Consejo, aplaudimos la realización de una conferencia mundial en Japón el año próximo. Esperamos que la acción de la UNESCO realce la necesidad de educar y preparar a las poblaciones para mitigar los terribles efectos de los desastres naturales que padecen países de todo el mundo, especialmente de América, y de modo más agravado los países centroamericanos y caribeños. A todos ellos hacemos llegar nuestra solidaridad.

3.7 En lo referente a las propuestas sobre el Proyecto de Programa y Presupuesto, lamentamos no acompañar la posición del Director General. La comprendemos, pero no la acompañamos. Uruguay, como otros países de América Latina y el Caribe, ha sufrido una seria crisis económica de la que poco a poco se va recuperando. No estamos en condiciones de hacer frente a un aumento de las contribuciones, por lo cual preferimos la opción 4, de crecimiento nominal cero, correspondiente a 610 millones de dólares.

3.8 Para terminar, queremos agradecer vivamente la especial preocupación del Sr. Director General y del Sr. Marcio Barbosa por la marcha de la oficina de Montevideo, que actúa como Oficina Regional de Ciencia para América Latina y el Caribe y Oficina multipaís para los países del MERCOSUR. Ese interés acaba de demostrarse con la reciente visita del Sr. Barbosa a Montevideo y con las reuniones que allí sostuvo, en las que, lamentablemente, yo no pude participar personalmente como hubiera querido por un problema de coordinación. Asimismo, quiero informar que ya se está preparando la visita del Sr. Director General a Uruguay para comienzos de 2005 y que estamos trabajando para que esta visita del Sr. Matsuura resulte tan afectuosa como todos esperamos. Muchas gracias.

(3.1) M. MERCADER (Uruguay) *in extenso* (traduit de l'espagnol) :

Monsieur le Président, la délégation de l'Uruguay félicite le Directeur général pour le rapport qu'il a présenté ce matin et se propose de formuler quelques observations sur certains aspects de ce rapport et d'autres thèmes importants.

(3.2) S'agissant d'éducation, ma délégation approuve l'idée que le Directeur général a illustrée par une image forte. Oui, l'UNESCO doit être la championne mondiale de la cause de l'éducation, mais nous voulons ajouter qu'elle doit mettre l'accent sur l'éducation aux valeurs et en particulier, sur l'éducation en faveur de la paix et de la non-violence. Gandhi, cité ce matin par la distinguée déléguée de l'Inde, symbolise parfaitement les objectifs que nous nous sommes donnés dans les plans à moyen et à long terme relatifs au programme d'EPT. Ce qui se passe actuellement dans le monde - la violence généralisée, le terrorisme, les attentats frappant des enfants et des civils - nous oblige à accentuer nos efforts en ce sens. Il s'agit d'appliquer à la lettre le préambule de l'Acte constitutif de l'UNESCO aux termes duquel, puisque les guerres prennent naissance dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses de la paix grâce à l'éducation. Nous ne devons pas oublier ces sages paroles, dues à l'initiative du Britannique Julian Huxley, et nous demandons au Directeur général que la future stratégie et l'évaluation post-Dakar tiennent compte de l'état d'avancement du Projet régional d'éducation pour l'Amérique latine et les Caraïbes (PREALC) 2002-2017.

(3.3) La délégation de l'Uruguay pense que, comme le Directeur général le note dans un de ses rapports écrits, il convient de s'employer à renforcer les liens entre les politiques culturelles et les politiques de développement. L'UNESCO a pour mission de prendre conscience de l'existence d'une dimension culturelle du développement dont les gouvernements doivent tenir compte dans leurs plans. Si les populations concernées ne sont pas convaincues du bien-fondé des actions envisagées, si elles ne participent pas à leur définition, si ce que l'on propose dans les domaines politique, économique ou social va à l'encontre de leurs attitudes, de leurs traditions et de leurs principes fondamentaux, les plans échoueront. En ce qui concerne le patrimoine, nous voudrions vous faire part du succès d'une manifestation organisée en Uruguay : la Journée du patrimoine, dont la date coïncide avec l'arrivée du printemps dans notre pays, et durant laquelle sont ouverts au public, non seulement les musées, mais aussi des sites historiques et d'intérêt général auxquels il n'a habituellement pas accès. Au nombre de ces derniers figurent la résidence privée du Président de la république et ses bureaux, ainsi que les résidences de diplomates en poste à l'étranger qui se joignent à cette manifestation et beaucoup d'autres lieux encore. C'est un jour de fête et de rencontre avec la culture. Enfin, en matière de culture, nous nous félicitons des résultats obtenus lors de la première réunion d'experts gouvernementaux relative à la préparation d'un avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques qui a eu lieu il y a quelques jours et qui suscite de nombreux espoirs.

(3.4) Nous voudrions aborder à présent la question de la communication et de l'information - objet du grand programme V - dont nous notons avec préoccupation qu'aucun point de l'ordre du jour de la présente session ne s'y rapporte. Nous demandons que cette question figure à l'ordre du jour de la 171e session. Dans le même esprit, nous voudrions aussi souligner l'importance de la liberté d'expression, en soi, et en tant que fondement des autres droits et libertés démocratiques. Nous tenons donc à mettre l'accent sur deux aspects. Tout d'abord, il convient que l'UNESCO élève la voix avec toujours plus de force chaque fois qu'un journaliste est victime de violence. Ce matin, le Président du Conseil exécutif a dit que 38 journalistes avaient été assassinés au cours de l'année : ce

chiffre terrible témoigne de la gravité du problème. Nous voudrions d'autre part insister sur le fait que le PIDC doit veiller à ce que la liberté d'expression soit garantie. Les pays qui ne la respectent pas et qui oppriment ou emprisonnent des journalistes, ne devraient en aucun cas être les bénéficiaires de projets réalisés dans le cadre du PIDC, comme le stipule du reste le règlement de ce programme.

(3.5) En ce qui concerne la bioéthique et la déclaration relative à des normes universelles en la matière en cours d'élaboration, la délégation de l'Uruguay se félicite de l'organisation, le mois prochain, à Buenos Aires d'un séminaire sous-régional auquel participeront les pays du MERCOSUR ainsi que la Bolivie, le Chili et le Pérou. Ce devrait être l'occasion d'une synthèse des points de vue au niveau régional en vue de leur prise en compte dans la déclaration sur la bioéthique.

(3.6) S'agissant des catastrophes naturelles, dont le Président du Conseil exécutif a parlé ce matin, nous nous réjouissons de la tenue d'une conférence mondiale au Japon l'année prochaine. Nous comptons que l'UNESCO fera ressortir par son action la nécessité d'éduquer et de préparer les populations en vue d'atténuer les terribles effets des catastrophes naturelles qui frappent des pays du monde entier, en particulier du continent américain, et plus durement encore les pays d'Amérique centrale et des Caraïbes. À tous, nous souhaitons exprimer notre solidarité.

(3.7) Pour ce qui est des propositions relatives au Projet de programme et de budget, nous regrettons de ne pas partager la position du Directeur général. Nous la comprenons, mais nous ne la partageons pas. À l'instar d'autres pays d'Amérique latine et des Caraïbes, l'Uruguay a connu une grave crise économique dont il se relève peu à peu. Notre situation ne nous permet pas de faire face à une augmentation des contributions, et c'est pourquoi nous penchons pour l'option 4, c'est-à-dire une croissance nominale zéro et un budget de 610 millions de dollars.

(3.8) En conclusion, nous souhaitons remercier vivement le Directeur général et M. Marcio Barbosa de l'intérêt particulier qu'ils portent à la bonne marche du Bureau de l'UNESCO à Montevideo, à la fois Bureau régional pour la science pour l'Amérique latine et les Caraïbes et bureau multipays pour les États du MERCOSUR. En témoignent la récente visite de M. Barbosa à Montevideo et les entretiens qu'il a eus à cette occasion et auxquels je regrette de n'avoir pu moi-même prendre part en raison d'un problème de coordination. Je voudrais dire aussi que nous nous apprêtons d'ores et déjà à accueillir le Directeur général au début de 2005 de la manière la plus chaleureuse possible. Je vous remercie.

4.1 Mr CRADDOCK (United Kingdom) *in extenso*:

Thank you Mr Chairman. I am grateful to the Czech Republic, France and Germany for giving up some of their time for this important statement on behalf of the European Union. It is a great pleasure to speak on behalf of 25 Member States after the accession of ten new members. The candidate Member States Bulgaria, Croatia, Romania and Turkey join us in this intervention. The European Union seeks a strong and effective multilateral system to help face the challenges of the twenty-first century. UNESCO has a key role in meeting many of those challenges – not least in helping counter trends which have led to the deplorable recent terrorist acts in Russia, Indonesia and elsewhere.

4.2 The European Union wishes to use this Executive Board meeting to help strengthen UNESCO further. We encourage the Director-General to increase UNESCO's leadership in promoting key human values, to make the Organization more visible, and to develop its strategy so

that its work can be better linked to real outcomes. This means that UNESCO's role in relation to other organizations in the international system needs to be better clarified at the global level. Country and regional offices should then be part of a more strategic approach which can demonstrate real results.

4.3 Education must remain the Organization's most important task, and education for all (EFA) represents UNESCO's most pressing challenge for the coming decade. The European Union welcomes the recent review, the conclusions of which we on the whole support. We recognize the difficulties caused by the breadth of UNESCO's mandate; by the relative lack of resources, and by the confusion caused by the difference between the EFA agenda and the narrow focus of Millennium Development Goals. But the review shows us the way forward. We would like to support it in three particular ways. These are to do with global leadership, active coordination of international efforts, and UNESCO's own particular work plan. On leadership we would welcome the Director-General and the top management of the Education Sector being more active in leading global efforts. In the first instance there needs to be agreement on UNESCO's leadership role with others. Before the next Executive Board, we ask the Director-General to hold discussions with all other relevant multilateral players to ensure that there is such agreement on UNESCO's role. This leadership role includes a more proactive, decisive approach to coordination of the international effort to achieve EFA – it is clear that the "light" coordination called for at Dakar did not live up to our expectations. The High-Level Group, the EFA Working Group and other means such as the *EFA Global Monitoring Report*, should be used in more active coordination. Coordination should include consideration of financing needs and gaps in policy development. UNESCO has a role at the global level to set and agree normative standards and advocate good policies and actions to put those standards into practice. HIV/AIDS, literacy, and education for sustainable development should be fully integrated into an overall strategy. This strategy should then guide all of UNESCO's activities at central, regional and country levels. We do not envisage UNESCO playing a service delivery role at country level, but we would welcome increased efforts in countries where the needs are greatest, particularly in donor-government dialogue on education sector development. We would welcome the production of a global and country-level strategy with a year-by-year scenario of EFA-related action, and scenarios for structures and resources, for the next Board meeting. The strategy should be agreed with other multilateral players. Finally on education, preparations are under way in Member States for the forthcoming United Nations Decade on Education for Sustainable Development (2005-2014). We invite the Director-General to inform the Executive Board about the draft implementation plan UNESCO was requested to prepare by the General Assembly. The European Union supports the promotion of quality education, and considers UNESCO's activities in favour of linguistic diversity to be of great importance. We suggest that a comprehensive strategy for language-related projects be integrated in the overall education strategy.

4.4 Now, Mr Chairman, I turn to other matters. On the budget ceiling, the European Union feels that the information on different scenarios given to the Board needs to be more complete. For zero nominal growth (ZNG) this should include scenarios showing different types of cuts for achieving ZNG. For any proposal above ZNG, the Director-General should provide very full justifications, particularly given the large increase in the last budget.

4.5 On the draft declaration on universal norms in bioethics, the European Union appreciates the consultations the Director-General has initiated both at the national level and in the relevant inter-agency forums; significant work has also been done by the International Bioethics Committee (IBC) Drafting Group. The European Union is in favour of reaching a declaration that meets the largest possible consensus. In this spirit, we are looking forward to the intergovernmental experts' meeting.

4.6 On post-conflict situations, UNESCO's work has been significant. The European Union appreciates the rebuilding of Afghanistan's and Iraq's museums and heritage, the start on reconstruction of their communication and educational systems, and initiatives in the Balkans and the Middle East. We encourage UNESCO to continue to contribute to a rapid and efficient United Nations reaction in post-conflict areas worldwide, especially in the fields of culture and education.

4.7 At the same time, the European Union encourages the Director-General to continue UNESCO's efforts in the whole field of culture, and particularly with reference to heritage – both tangible and intangible – keeping its engagement at least at the level so far pursued and also developing a much more strategic vision on meeting cultural needs, particularly in developing countries. We should welcome a full discussion on how to develop a more strategic approach at the next Board meeting.

4.8 On cultural diversity, the first intergovernmental expert meeting concerning the convention on the diversity of cultural contents and artistic expressions has been a fruitful occasion in which constructive ideas on the draft were exchanged. A calendar and a working method have been defined, and we are confident about the follow-up of those negotiations.

4.9 The European Union wishes to inform the distinguished Members of the Board that it cannot be excluded that certain aspects of the preliminary draft convention fall within the exclusive competence of the European Community. In these cases the European Commission negotiates on behalf of the European Community on the basis of negotiating directives. Therefore, we have requested the inclusion of an additional item on the agenda. We would like the Executive Board to consider the extended rights which could be granted to the European Commission, on top of their rights as an observer, to allow it to fully implement its negotiation mandate.

4.10 The European Union is deeply concerned about the promotion and protection of freedom of expression, which is an important and integral part of UNESCO's mission. In cases where governments are implicated beyond doubt, UNESCO should do more to fulfil its mandate in the area of human rights. In such cases, UNESCO should send official envoys or summon ambassadors to express concerns and request action, because condemnation through press releases is not enough.

4.11 The case of Mr Raul Rivero, this year's winner of the UNESCO Guillermo Cano World Press Freedom Prize, is one example where the European Union remains disappointed that UNESCO did not use all means at its disposal to vindicate the rights of Mr Rivero and his family.

4.12 In conclusion, the European Union reiterates its willingness to combine its collective experience and expertise to support UNESCO. We hope the Director-General will take the concerns expressed in this intervention into account in preparing draft document 33 C/5. The European Union calls for an effective UNESCO that clearly defines its priorities. A UNESCO that uses all means at its disposal to promote and defend the rights of all peoples. In short, a UNESCO that works at the best of its potential.

4.13 In the short time that is left, I would like to make just two comments on behalf of the United Kingdom. First, we commend the secretariat for their further work on results-based management. We think that the new Swedish draft model for the production of the C/5 document would help take results-based management further, and urge that work now concentrates on defining how UNESCO can assess its contribution to real world outcomes – not merely outputs in a UNESCO context. Second, the United Kingdom will have detailed comments on the Education Sector review when we come to the debate on that item. Our presidency of the G8 and the European Union next year, and the Prime Minister's initiative in setting up the Commission for Africa, will give us the opportunity to highlight parts of the international system which have an important

contribution to make. We hope that by the end of 2005, UNESCO will have been successful in relaunching its work as a global champion for education. I hope that this means a clear vision and reinvigorated secretariat in Paris, and high-quality, focused country and regional offices – above all in the poorest countries, where the needs are greatest. Thank you, Mr Chairman. I did not use all my time, thereby demonstrating that the European Union can sometimes be concise and to the point.

5.1 Г-н КАЛАМАНОВ (Российская Федерация) *полный текст:*

Уважаемый г-н Генеральный директор, уважаемый г-н Председатель Исполнительного совета, уважаемый г-н Председатель Генеральной конференции, дамы и господа, позвольте начать свое выступление с искренней благодарности всем тем из вас, кто в недавние тяжелые, поистине трагические для России дни выразил нашему народу сочувствие и оказал поддержку. Убежден, что серия терактов, обрушившихся на нашу страну, самым чудовищным из которых было злодеяние бандитов в Беслане, – это прямая угроза всем цивилизованным государствам, и ответ на нее должен быть адекватным и коллективным. По нашему убеждению, свою лепту в общие усилия способна внести и ЮНЕСКО, лозунгом деятельности которой является утверждение идеалов мира, ненасилия, толерантности и гуманности. Полагаю, что проблематика профилактики терроризма и противодействия ему найдет соответствующее отражение в решениях Исполнительного совета и в программе Организации на следующее двухлетие.

5.2 Россия позитивно оценивает меры, принятые Генеральным директором для реформирования Организации. Мы поддерживаем предложения государств-членов, имеющие своей целью улучшение структуры и функций Генеральной конференции, методов работы Исполнительного совета и Секретариата ЮНЕСКО.

5.3 ЮНЕСКО – несомненный лидер в сфере международного интеллектуального сотрудничества. Ее авторитет высок, а имидж – привлекателен. Цели ЮНЕСКО созвучны интересам России. Укрепление взаимодействия с Организацией остается для нас важным внешнеполитическим приоритетом. Именно потому Председателем Комиссии Российской Федерации по делам ЮНЕСКО назначен Министр иностранных дел России С. В. Лавров.

5.4 Считаю необходимым подчеркнуть важность нормотворческой деятельности ЮНЕСКО на современном этапе, в том числе в чувствительных и для нашей страны сегментах жизни общества. Отмечаем своевременность принятия ЮНЕСКО Конвенции об охране нематериального культурного наследия, играющей для полиэтнической и межконфессиональной России особую роль. Мы также заинтересованы в глубокой и продуманной работе над конвенцией об охране разнообразия культурного содержания и форм художественного самовыражения.

5.5 Наша страна неизменно остается приверженной своим обязательствам, взятым на себя в рамках Конвенции об охране всемирного культурного и природного наследия 1972 г., при сбалансированном учете природоохранных требований и императивов экономического развития.

5.6 Россия постоянно ощущает свою сопричастность к происходящим глобальным мировым процессам. Это и стало побудительным моментом для принятия недавнего решения Российского правительства передать на ратификацию в Государственную Думу Киотский протокол к Рамочной конвенции об изменении климата Организации Объединенных Наций, что свидетельствует о примате мировых общечеловеческих ценностей в политике России.

5.7 В этой связи хотелось бы выразить удовлетворение той инициативой, которая исходит от ЮНЕСКО в вопросах установления нравственных ориентиров в период бурного

развития современных технологий. Мы особо отмечаем первые важные шаги в деле подготовки перспективных правовых документов в области биоэтики. Разработка декларации о всеобщих нормах в области биоэтики набирает обороты. К этому процессу подключается все большее количество участников. С удовлетворением констатируем действенные усилия Секретариата на этом направлении.

5.8 На стадию практической реализации вышла Международная программа по фундаментальным наукам. При Комиссии Российской Федерации по делам ЮНЕСКО создан комитет по этой программе. Россия готова к самым разнообразным формам взаимовыгодного сотрудничества по осуществлению этой программы.

5.9 Вновь выражаем руководству ЮНЕСКО благодарность за содействие в восстановлении образовательной системы Чеченской Республики. Россия предпринимает целенаправленные усилия по привлечению международного сообщества к этому проекту, который является примером созидательного гуманитарного партнерства.

5.10 Подтверждаем нашу неизменную линию на укрепление позиций русского языка в системе Организации Объединенных Наций, на сохранение и укрепление культурного и языкового плюрализма в деятельности ЮНЕСКО. Рассчитываем на то, что статус русского языка как официального рабочего будет неукоснительно соблюдаться.

5.11 Уважаемые коллеги, в условиях формирования глобального информационного общества неизмеримо возрастает роль коммуникации и информации как инструментов построения будущих обществ знаний. ЮНЕСКО, на наш взгляд, весьма своевременно выявила эту тенденцию и удачно учитывает ее в рамках своего участия в совместных международных усилиях в этой сфере. В то же время, как представляется, заложенные в текущую Программу и бюджет ассигнования не вполне отвечают масштабу стоящих сегодня перед Организацией в этой области задач, что следовало бы учесть при разработке документа 33 С/5. В качестве одного из приоритетных направлений предлагаем развитие информационной культуры личности, и мы готовы поделиться имеющимися у нас наработками.

5.12 В заключение позвольте поблагодарить Секретариат и лично Генерального директора за поддержку российской инициативы о создании Всемирной ассоциации информационных агентств, учрежденной недавно в Москве, за практическое участие экспертов Организации в подготовке уставных документов Ассоциации.

(5.1) M. KALAMANOV (Fédération de Russie) *in extenso* (traduit du russe) :

Monsieur le Directeur général, Monsieur Le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, Mesdames et Messieurs, permettez-moi, pour commencer, de remercier sincèrement tous ceux d'entre vous qui, pendant les journées angoissantes et proprement tragiques que la Russie a vécues récemment, avez manifesté votre compassion pour notre peuple et nous avez soutenus. Je suis convaincu que la série d'attentats que notre pays a connue, et dont le plus monstrueux a été le crime des terroristes de Beslan, constitue une menace directe pour tous les États civilisés, et qu'il convient de lui apporter une réponse appropriée et collective. À nos yeux, l'UNESCO est assurément appelée à contribuer aux efforts communs puisqu'elle a pour mandat de promouvoir les idéaux de paix, de non-violence, de tolérance et d'humanité. Je pense que le problème de la prévention du terrorisme et de la lutte contre ce fléau trouvera légitimement sa place dans les décisions du Conseil exécutif et dans le programme de l'Organisation pour l'exercice biennal à venir.

(5.2) La Russie approuve les mesures prises par le Directeur général en vue de réformer l'Organisation. Nous appuyons les propositions faites par les États membres pour améliorer la structure et les fonctions de la Conférence générale et les méthodes de travail du Conseil exécutif et du Secrétariat de l'UNESCO.

(5.3) L'UNESCO est le chef de file incontesté dans le domaine de la coopération intellectuelle internationale. Son autorité est grande et son image positive. Les objectifs de l'UNESCO sont à l'unisson des intérêts de la Russie. Le renforcement de notre coopération avec l'Organisation reste une importante priorité de notre politique étrangère. C'est précisément pour cette raison que le Ministre russe des affaires étrangères, M. S.V. Lavrov, a été nommé président de la Commission de la Fédération de Russie pour l'UNESCO.

(5.4) Je tiens à souligner combien l'activité normative de l'UNESCO est importante à l'heure présente, s'agissant notamment d'aspects de la vie sociale qui sont très sensibles pour notre pays. Nous jugeons opportun l'adoption par l'UNESCO de la Convention pour la sauvegarde du patrimoine immatériel, qui a un rôle spécial à jouer dans une Russie multiethnique et multiconfessionnelle. C'est avec le même intérêt que nous suivons le travail approfondi et réfléchi qui se fait en vue d'une convention sur la protection de la diversité des contenus culturels et des expressions artistiques.

(5.5) Notre pays reste indéfectiblement fidèle aux engagements qu'il a pris dans le cadre de la Convention du patrimoine mondial de 1972, compte tenu de l'équilibre à assurer entre la nécessaire préservation de l'environnement et les impératifs du développement économique.

(5.6) La Russie n'oublie à aucun moment qu'elle est impliquée dans les processus à l'œuvre au niveau planétaire. C'est ce qui a récemment incité son gouvernement à soumettre à la Douma la ratification du Protocole de Kyoto à la Convention-cadre des Nations Unies sur les changements climatiques, preuve de la primauté accordée aux valeurs humaines universelles dans la politique de la Russie.

(5.7) À cet égard, nous sommes satisfaits de l'initiative lancée par l'UNESCO en vue de définir des repères éthiques à l'heure où les technologies modernes connaissent un développement vertigineux. Nous notons en particulier les premières mesures importantes qui ont été prises pour élaborer des instruments juridiques de grande portée dans le domaine de la bioéthique. L'élaboration d'un projet de déclaration sur les normes universelles en bioéthique s'accélère. De plus en plus de participants se joignent à ce processus. C'est avec satisfaction que nous constatons les efforts efficaces du Secrétariat dans ce domaine.

(5.8) Le Programme international relatif aux sciences fondamentales est passé au stade de la réalisation pratique. La Commission de la Fédération de Russie pour l'UNESCO a créé en son sein un comité chargé de ce programme. Pour mettre celui-ci en œuvre, la Russie est prête à s'associer à toutes les formes de coopération mutuellement bénéfiques.

(5.9) Nous tenons à remercier une fois encore les responsables de l'UNESCO pour leur contribution à la remise en état du système éducatif en République tchétchène. La Russie s'emploie à associer systématiquement la communauté internationale à ce projet qui offre un exemple de partenariat fécond dans le domaine humanitaire.

(5.10) Notre politique demeure inchangée en ce qui concerne le renforcement de la place du russe dans le système des Nations Unies, ainsi que la préservation et le renforcement du

pluralisme culturel et linguistique dans les activités de l'UNESCO. Nous comptons bien que le statut du russe en tant que langue de travail officielle sera strictement respecté.

(5.11) Chers collègues, alors que se constitue une société mondiale de l'information, le rôle de la communication et de l'information en tant qu'instruments d'élaboration des futures sociétés du savoir ne cesse de croître. Selon nous, l'UNESCO a su au bon moment mettre en évidence cette évolution, dont elle tient utilement compte lorsqu'elle participe aux efforts conjoints internationaux en la matière. Pourtant, il semble que les crédits inscrits au Programme et budget en cours ne correspondent pas tout à fait à l'ampleur de la tâche de l'Organisation dans ce domaine, et qu'il faudrait en tenir compte lors de l'élaboration du projet de 33 C/5. Nous proposons d'inscrire au nombre des priorités la promotion de la culture de l'information des personnes et sommes prêts à partager avec d'autres l'expérience que nous avons acquise à cet égard.

(5.12) Pour conclure, permettez-moi de remercier le Secrétariat et, à titre personnel, le Directeur général pour le soutien apporté à l'initiative russe de création d'une Association mondiale des agences d'information, qui a vu le jour récemment à Moscou, et pour la participation sur le plan pratique d'experts de l'Organisation à l'établissement des statuts de cette association.

6.1 La Sra. MURRIETA (Ecuador) *in extenso*:

Distinguidos miembros, deseo en primer lugar felicitar al Señor Director General por su informe. Luego voy a hacer las siguientes reflexiones:

6.2 Es indiscutible que la globalización de la economía ha hecho a los pobres más vulnerables. La miseria se ha metido hasta en la piel de los que pomposamente se denominan países en vías de desarrollo. ¿De desarrollo de qué? ¿De las enfermedades endémicas, del sida, del cretinismo, de la desnutrición, del analfabetismo, de las familias destruidas por la emigración incontenible, del aniquilamiento de los pueblos provocado por la explotación y depredación de los recursos naturales o arrasados por los huracanados vientos, de las crisis financieras, de la corrupción, de la violencia, del terrorismo, de la desesperación y angustia de las madres cuyos pechos secos no amamantan a nadie, de la lucha por la supervivencia, de las manos que se multiplican clamando limosnas, de los pequeños que viven en las calles cuyo abrigo son el cielo y la oscuridad fría que cala sus huesos, de los que prontamente son adultos porque la hambruna arrancó sus juguetes, de quienes curvan la espalda hasta que el inclemente sol se esconde, de los que se suicidan porque no pueden dar de comer a sus hijos, de los niños y niñas que venden su candor en las aceras, de los que nunca pudieron decir “mamá” porque su vida se truncó en el vientre, de los que la guadaña sacó de sus cunas antes de que aprendieran a contar, de los cuerpos flagelados por la lluvia y la nieve, hijos de alcohólicos o drogadictos, de estómagos vacíos agujereados por el hambre? ¿Es eso el desarrollo, me pregunto?

6.3 Desde luego que no. Porque en esos pueblos, cuyas culturas ancestrales desconocemos o no identificamos, el progreso de unos pocos ha significado su agonía y su muerte. Ahí están África, América Latina y el Caribe, para citar unos cuantos de esos vencidos por la falta de equidad mundial. Pero esos mismos pueblos, lastimados y encallecidos, también tienen, al lado de sus lágrimas, tragedias y dolores, una inmensa riqueza en su diversidad, heredada de sus culturas azotadas y casi exterminadas por la injusticia social. También poseen alma, y quizás más fuerte y vigorosa que la de los demás, porque han persistido pese a tanta adversidad. Y son ricos en sus expresiones y dueños de sin igual talento. Pero están ahí, escondidos, no se los escucha, porque no se les quiere oír.

6.4 Por eso, señoras y señores, persistimos en nuestra infatigable lucha para que se nos reconozca el espacio que nos corresponde. Que nuestras aspiraciones, recogidas en los documentos que van a presentar el GRULAC y las delegaciones de Argentina sobre música, México y Guatemala sobre violencia y Cuba sobre analfabetismo, se hagan realidad; que las prioridades de Latinoamérica y el Caribe, recogidas en el documento 170 EX/12, se incorporen al próximo C/5; que se fortalezca en la UNESCO el enfoque intersectorial; que se dote de más recursos a la Sección de Normas Internacionales del Sector de Cultura; que se incluyan en el addendum del documento 170 EX/9 los temas contenidos en el borrador elaborado por el Comité Internacional de Bioética; y, que, debido a nuestros escasos fondos, devorados en su mayoría por la deuda externa, cuyo cambio por educación solicitamos, el presupuesto que debe aprobar la 33ª Conferencia General debe ser de crecimiento nominal cero y redistribuido sin afectar los programas. Que en el gran objetivo de “educación para todos” se atiendan con prioridad las carencias nutritivas de nuestros infantes, que con sus caritas sucias e inocentes nos piden que los eduquemos, pero con calidad, para que no se repita el triste destino de sus padres y para que no vengan al mundo niños que no puedan tener una vida digna; que los profesores no sean tan ignorantes como sus pupilos y que todos ellos puedan tocar computadoras, y no sólo saber que existen a través de las películas; que nuestras tradiciones, lenguas y demás conocimientos y artes ancestrales se preserven y conserven; que se respete nuestra diversidad en todos los sentidos; que se prevenga y evite la violencia intrafamiliar y en las calles; que, en lugar de ver niños y jóvenes haciendo de los barrios nidos de criminalidad, les demos paz, comenzando con el ejemplo; que nos acompañen en la lucha contra el tráfico y venta de órganos; que nos permitan usar genéricos; que no se siga atentando contra nuestros bosques y los pocos recursos naturales que nos quedan; que se proteja nuestro patrimonio natural, material e inmaterial; que no haya más barcos zozobrando sueños e ilusiones, porque mientras no se facilite nuestro desarrollo seguiremos exportando pobreza; que hombres y mujeres nos consideremos iguales; que nos ayuden a protegernos de las inclemencias naturales; que se considere nuestro derecho a la libre expresión pero con responsabilidad; que no se pierdan por falta de archivos nuestros documentos, que también son importantes; y que demos voz a los que no tienen voz.

6.5 No pedimos caridad, sólo anhelamos un trato igualitario, porque en la medida en que la educación no llegue a nuestros pueblos, seguiremos siendo esclavos de la miseria.

(6.1) Mme MURRIETA (Équateur) *in extenso* (traduit de l'espagnol) :

Mesdames et Messieurs les membres du Conseil exécutif, je voudrais féliciter en premier lieu le Directeur général pour son rapport, et vous faire part ensuite de certaines réflexions.

(6.2) De toute évidence, la mondialisation de l'économie a rendu les pauvres plus vulnérables. La misère s'est introduite au plus profond de ce que nous appelons pompeusement les pays en développement. Mais de quel développement s'agit-il ? Des maladies endémiques, du sida, du crétinisme, de la malnutrition, de l'analphabétisme, des familles détruites par une émigration irrépressible, des populations anéanties par la surexploitation et la destruction des ressources naturelles ou dévastées par les ouragans, des crises financières, de la corruption, de la violence, du terrorisme, du désespoir et de l'angoisse des mères dont les seins taris ne peuvent plus allaiter, de la lutte pour la survie et des mains tendues pour demander l'aumône ? Des enfants vivant dans la rue qui n'ont pour abri que le ciel et la froide obscurité qui leur transperce les os, de ceux qui sont devenus trop rapidement adultes parce que la faim leur a volé leurs jouets, des êtres qui courbent l'échine jusqu'à ce que le soleil implacable se cache, des parents qui se suicident faute de pouvoir nourrir leurs enfants, des jeunes gens et des jeunes filles qui vendent leur innocence sur les trottoirs, de ceux qui jamais ne pourront dire "maman" parce qu'ils ont cessé de vivre avant même de naître, de ceux que la mort a tirés de leur berceau avant

qu'ils apprennent à compter, des corps battus par la pluie et la neige, des enfants d'alcooliques ou de toxicomanes, des estomacs vides transpercés par la faim ? Je me le demande, est-ce cela le développement ?

(6.3) Bien sûr que non. Parce que chez ces peuples, dont les cultures ancestrales nous sont indifférentes ou étrangères, le progrès de quelques-uns s'est traduit par l'agonie et la mort du plus grand nombre. C'est le cas de peuples d'Afrique, d'Amérique latine et des Caraïbes, pour ne citer que quelques-unes des victimes de l'absence d'équité dans le monde. Mais ces mêmes peuples, criblés de blessures et de cals et dont la vie est traversée de larmes, de tragédies et de douleurs, possèdent aussi une immense richesse due à leur diversité, héritée de leurs cultures malmenées et quasiment exterminées par l'injustice sociale. Ils possèdent aussi une âme, peut-être plus forte et plus vigoureuse que celle d'autres peuples, parce qu'ils ont subsisté face à tant d'adversité. Et ils sont riches de leurs expressions et de talents inégalés. Mais ils sont là, cachés, et on ne les écoute pas parce qu'on ne veut pas les entendre.

(6.4) C'est pourquoi, Mesdames et Messieurs, nous poursuivons notre lutte infatigable pour que l'on nous reconnaisse l'espace qui nous revient. Pour que nos aspirations, rassemblées dans les documents que vont présenter le GRULAC et les délégations de l'Argentine sur la musique, du Mexique et du Guatemala sur la violence et de Cuba sur l'analphabétisme, deviennent réalité ; pour que les priorités de l'Amérique latine et des Caraïbes, énoncées dans le document 170 EX/12, figurent dans le prochain C/5 ; pour que l'approche intersectorielle soit renforcée à l'UNESCO ; pour que l'on affecte davantage de ressources à la Section des normes internationales du Secteur de la culture ; pour que l'on fasse figurer dans l'addendum au document 170 EX/9 le texte de l'esquisse de déclaration élaborée par le Comité international de bioéthique ; et pour que, compte tenu de la faiblesse de nos ressources, absorbées en grande partie par la dette extérieure dont nous demandons l'annulation en échange de la création de services éducatifs, le budget que la Conférence générale approuvera à sa 33e session soit un budget à croissance nominale zéro, dont la redistribution des crédits n'aura pas d'incidence sur les programmes. Il faut aussi que, dans le cadre du grand objectif de "l'éducation pour tous", on veille à remédier en priorité aux carences nutritionnelles de nos enfants qui, tendant leurs petits visages barbouillés et innocents, attendent de nous une éducation, mais une éducation de qualité, afin qu'ils ne connaissent pas à leur tour le triste destin de leurs parents et qu'ils aient les moyens de vivre une existence digne ; que les professeurs ne soient pas aussi ignorants que leurs élèves et qu'ensemble, ils puissent se servir d'ordinateurs au lieu de ne les connaître qu'à travers les films ; que nos traditions, nos langues et nos autres connaissances et arts ancestraux soient préservés et conservés ; que l'on respecte notre diversité sous tous ses aspects ; que l'on prévienne la violence au sein des familles et dans les rues ; qu'au lieu de laisser les enfants et les jeunes transformer certains quartiers en foyers de criminalité, on leur fasse connaître la paix en leur en donnant l'exemple ; que l'on nous aide dans la lutte contre le trafic et la vente d'organes ; que l'on nous permette d'utiliser les médicaments génériques ; que l'on cesse de surexploiter nos forêts et les maigres ressources naturelles qui nous restent ; que l'on protège notre patrimoine naturel, matériel et immatériel ; que les rêves et les illusions ne soient plus engloutis dans des naufrages car, tant que l'on ne facilitera pas notre développement, nous continuerons à exporter la pauvreté ; que les hommes et les femmes se considèrent comme des égaux ; que l'on nous aide à nous protéger des agressions de la nature ; que l'on nous permette d'exercer notre droit à la libre expression, mais de façon responsable ; que ne disparaissent pas, faute d'archives, les témoignages de notre passé, qui ont aussi leur importance ; et que l'on donne la parole à ceux qui en sont privés.

(6.5) Nous ne demandons pas la charité, nous aspirons seulement à un traitement équitable car, si l'éducation ne parvient pas jusqu'à nos peuples, nous demeurerons esclaves de la misère.

7.1 La Sra. LÓPEZ (Venezuela) *in extenso*:

Señor Presidente y Miembros del Consejo Ejecutivo, nos complace compartir con ustedes este prestigioso foro y referirnos directamente a esta variedad de temas de la agenda. Quisiéramos, señor Director General, reconocer el gran trabajo realizado por usted y su equipo de la Secretaría para la elaboración de la documentación que tenemos ante nosotros.

7.2 Sin duda alguna, en una época como la actual de tantas limitaciones, de grandes retos, de nuevos desafíos, de incertidumbre, de hechos inesperados con la presencia de situaciones que una vez más nos muestran el estado de inmadurez y las carencias de la humanidad y que desvían la atención de temas prioritarios como la pobreza, el hambre, la exclusión social y la violencia generalizada, no es nada fácil para la UNESCO hacer propuestas universales que tengan sentido actual y nos abran luces en este corto periodo de dos años para el futuro difícil que la humanidad debe enfrentar. Toda propuesta, por importante que sea la prioridad que queramos establecer, se queda corta frente a los enormes requerimientos que en casi todas las áreas del vivir presentan las mayorías en todo el planeta. Pero hay que decidir y hay que seleccionar, y es ahí donde está la responsabilidad que en este Consejo asumimos colectivamente: nuestra obligación de orientar a la Secretaría por el camino más equitativo y apropiado.

7.3 El 2006-2007 será la terminación de la Estrategia a Plazo Medio (31C/4) que nos orientó e impulsó en dos temas de gran relevancia y significación que seguirán teniendo –por lo menos hasta el 2015, meta propuesta por los Objetivos de Desarrollo para el Milenio de las Naciones Unidas– un papel protagónico en el plano internacional: la erradicación de la pobreza, en particular la extrema pobreza; y la contribución de las tecnologías de la información y la comunicación al desarrollo de la educación, la ciencia y la cultura, así como a la construcción de una sociedad del conocimiento. La Asamblea General de las Naciones Unidas, que acaba de iniciarse el 21 de septiembre, ha adoptado el tema de la pobreza y el hambre como eje principal de sus discusiones. La comunidad internacional, desde este escenario, es llamada a movilizarse plenamente hasta el 2015, y con ella todas las agencias y programas de las Naciones Unidas. No olvidemos que la pobreza y el hambre son parte del primero de los Objetivos de Desarrollo para el Milenio. Por lo tanto, la UNESCO está obligada durante la próxima década, hasta 2015, a dedicar el máximo de sus energías a este reto de la humanidad. En el caso de las nuevas tecnologías de la información y la comunicación, la preparación de la Segunda Cumbre Mundial sobre la Sociedad de la Información, que se celebrará en Túnez en 2005, nos muestra que la UNESCO deberá ser inspiradora mayor para su aprovechamiento apropiado en favor de un proyecto humano mundial que le quite, de una vez por todas, las banderas al mercado, a la sociedad de mercado naciente y a las bolsas de valores, e impulse políticas de civilización y humanidad, tal como se está escuchando en varios foros, por ejemplo en la Asamblea de las Naciones Unidas en Nueva York en este mismo instante.

7.4 El trabajo transdisciplinario e intersectorial de la Organización deberá ser fortalecido al máximo en el próximo bienio, y ésta será una posibilidad única para que la UNESCO contribuya eficazmente con los gobiernos del mundo y las sociedades a analizar, comprender y deducir políticas, así como a actuar frente a los complejos problemas y situaciones que en todos los rincones del planeta deben ser abordados día a día. La época de la sectorialización, del aislamiento de las partes, del protagonismo de unidades, individuos o grupos ha quedado atrás, y es en esa dirección por donde la UNESCO debe diligentemente ir muchísimo más lejos en su afán modernizador y de comprensión de los fenómenos reales que suceden en un mundo real. Dejemos, por lo tanto, que los problemas, las realidades complejas y las demandas urgentes entren de forma más evidente en el interior de la Organización para que la ayuden a construir nuevas visiones, nuevas formas de leer la

evolución cotidiana del planeta y de lo humano. Es una labor gigantesca de construcción permanente de pensamiento y de ir al encuentro de los legados maravillosos que civilizaciones y culturas nos han dejado desde tiempos remotos y que nos acompañan en esta marcha traumática, dolorosa, confusa y casi perversa, en la que avanzamos.

7.5 Tenemos que ser capaces de cambiar de políticas que animan la destrucción y crean un torbellino mayor a la violencia ciega y al predominio de lo absurdo, lo inhumano y lo violento, sustituyéndolas por políticas de comprensión humana que faciliten la presencia de sociedades de derecho en las que todo ser humano y grupo puedan expresar cabalmente, desde sus raíces ancestrales, hasta sus anhelos mayores, contruidos a partir de su acercamiento a la noción de lo universal, lo global, lo pluricultural, y a partir del simple acercamiento desinteresado a los demás. Lo humano debe ser el centro de las preocupaciones y, en este marco, también se debe entender que en el dominio de lo social prácticamente nada puede copiarse entre continentes, ya que la cultura, la memoria y la historia son los componentes más determinantes para construir la sociedad y lo social. Por eso, debemos entender que la ética está vinculada estrechamente al conjunto de condiciones sociales históricas que la sustentan y hacen surgir, y que es en el ser humano donde ésta adquiere su pleno sentido de expresión y donde se sitúa la decisión ética, pues él es su propio dueño para seleccionar valores y finalidades supremas.

7.6 En este orden de ideas, a partir de la educación y formación de mentalidades, de la educación en las formas de pensar de los seres humanos en cada rincón del planeta, y de la educación por todos los medios de comunicación y vías formales e informales posibles, se puede crear la verdadera conectividad social y entre culturas y civilizaciones –en vez de hablar de la brecha digital– procurando que todo lo anterior se haga a partir de sólidas políticas públicas y de la movilización de sociedades dentro de cada país. Hoy día, cuando se habla de la urgencia de una reforma del pensamiento, trabajo al cual la UNESCO deberá sumarse en las próximas décadas por ser un desafío de largo alcance para la humanidad, se observa que las pistas para este recorrido serán orientadas por la búsqueda de un pensamiento para la comprensión y el buen vivir de toda la humanidad, así como para el logro de una conciencia planetaria de destino común, una conciencia universal, principios a partir de los cuales debería ser orientada la nueva Estrategia a Plazo Medio 2007-2012.

7.7 Ahora, quisiera referirme muy brevemente a nuestra región andina, que atraviesa por una transición muy especial en la que visualizamos grandes oportunidades de futuro. Pero éstas están enmarcadas en la coyuntura de la evolución de nuestro continente americano, el cual se impulsa, en este momento, a la adopción de tratados comerciales que plantean muchos interrogantes de futuro frente a las enormes necesidades de las mayorías y frente a una pobreza creciente en términos absolutos. Entre nuestras prioridades andinas, quiero resaltar las áreas prioritarias que hemos escogido. No podemos contentarnos –en un foro mundial como el que representa este Consejo Ejecutivo– con enunciar simplemente o enumerar una enorme multiplicidad de temas y una distribución de pequeñas cifras de recursos para cada uno de ellos, pensando que con esto estamos haciendo algo de trascendencia para este momento histórico de la humanidad... No hemos podido abordar una cantidad de temas que hubiésemos querido tratar como la EPT, el agua, la diversidad cultural, el patrimonio inmaterial, la bioética, la cooperación Sur-Sur y el cambio climático, que tendremos oportunidad de mencionar en otro momento.

(7.1) Mme LÓPEZ (Venezuela) *in extenso* (traduit de l'espagnol) :

Monsieur le Président, Mesdames et Messieurs les membres du Conseil exécutif, nous nous réjouissons de nous trouver parmi vous au sein de cette prestigieuse assemblée et de pouvoir évoquer directement les diverses questions inscrites à l'ordre du jour. Nous voudrions, Monsieur le Directeur général, rendre hommage au travail important que vous-

même et le personnel du Secrétariat avez réalisé pour préparer les documents dont nous sommes saisis.

(7.2) À n'en pas douter, en cette époque caractérisée par de multiples contraintes, d'immenses difficultés, de nouveaux défis, l'incertitude et des faits imprévus liés à des situations qui, une fois encore, témoignent de l'immaturité et des carences de l'humanité et détournent l'attention de questions prioritaires comme la pauvreté, la faim, l'exclusion sociale et la violence généralisée, il n'est pas facile pour l'UNESCO de faire, sur une brève période de deux ans, des propositions universelles qui soient axées sur les réalités actuelles et nous ouvrent des perspectives pour lutter contre les difficultés qui attendent l'humanité. Toute proposition, quelle que soit la priorité que nous entendions lui donner, est de peu d'importance face aux immenses besoins du plus grand nombre sur cette planète, dans tous les domaines ou presque de l'existence. Mais il faut décider et il faut choisir, et c'est en cela que réside la responsabilité collective du Conseil exécutif : nous avons l'obligation d'orienter le Secrétariat dans la voie la plus équitable et la plus appropriée.

(7.3) L'exercice 2006-2007 correspond à la dernière étape de la Stratégie à moyen terme (31 C/4) qui a orienté et mobilisé notre action en ce qui concerne deux enjeux majeurs qui continueront à avoir - du moins jusqu'à 2015, échéance proposée pour la réalisation des Objectifs du Millénaire pour le développement des Nations Unies - une importance essentielle sur le plan international : l'élimination de la pauvreté, en particulier l'extrême pauvreté, et la contribution des technologies de l'information et de la communication au développement de l'éducation, de la science et de la culture et à la construction d'une société du savoir. L'Assemblée générale des Nations Unies, qui vient de s'ouvrir le 21 septembre, a adopté le thème de la pauvreté et de la faim comme axe principal de ses débats. Dans ce contexte, la communauté internationale est appelée à se mobiliser pleinement jusqu'à 2015, et avec elle l'ensemble des institutions et des programmes des Nations Unies. N'oublions pas que le premier des Objectifs du Millénaire pour le développement concerne la pauvreté et la faim. L'UNESCO devra donc, au cours des dix années à venir, c'est-à-dire jusqu'à 2015, consacrer le maximum d'énergie à la réalisation de cet objectif de l'humanité. S'agissant des nouvelles technologies de l'information et de la communication, les préparatifs de la seconde phase du Sommet mondial sur la société de l'information, qui se tiendra à Tunis en 2005, montrent que c'est principalement à l'UNESCO qu'il revient de donner l'impulsion nécessaire pour que le sommet contribue véritablement à la définition d'un projet mondial pour l'humanité qui mette définitivement un terme à la primauté du marché, de la société de marché émergente et des bourses de valeurs, et qui favorise des politiques privilégiant la civilisation et l'humanité, conformément à ce que l'on peut entendre dans diverses enceintes, notamment à l'Assemblée générale des Nations Unies, à New York, en cet instant même.

(7.4) Les activités transdisciplinaires et intersectorielles de l'Organisation devront être renforcées au maximum au cours du prochain exercice, ce qui offrira à l'UNESCO une possibilité unique de contribuer efficacement, aux côtés des gouvernements et des sociétés, à l'analyse, la compréhension et la définition des politiques ainsi qu'à la solution des problèmes et des situations complexes qui, jour après jour, demandent à être traités dans toutes les régions du monde. L'époque de la sectorisation, de l'isolement des parties, de la focalisation sur l'unité, l'individu ou le groupe est révolue, et c'est dans cette optique que l'UNESCO doit s'efforcer de progresser, dans un souci de modernité et de compréhension des phénomènes réels qui se produisent dans le monde réel. Faisons, par conséquent, en sorte que l'Organisation aborde les problèmes, les réalités complexes et les besoins urgents de façon plus concrète afin d'être à même de définir de nouvelles visions et de nouvelles

grilles de lecture de l'évolution progressive de la planète et des êtres humains. C'est là un travail gigantesque qui suppose une réflexion permanente et une prise en compte de l'héritage prodigieux que des civilisations et des cultures remontant à la nuit des temps nous ont légué et qui est notre viatique sur le chemin pavé de souffrances, de douleurs, de confusion, voire d'adversité sur lequel nous avançons.

(7.5) Nous devons être capables de rompre avec les politiques qui encouragent la destruction, engendrent des tourbillons de violence aveugle et donnent le primat à l'absurde, à l'inhumain et au brutal, pour adopter des politiques fondées sur la compréhension humaine qui facilitent l'existence de sociétés de droit dans lesquelles tout être humain et tout groupe puissent s'exprimer pleinement en puisant dans ses racines ancestrales et ses aspirations les plus fortes motivées à la fois par son adhésion à la notion d'universel, de général, de pluriculturel et par le simple rapprochement désintéressé avec autrui. L'humain doit être au centre des préoccupations et, dans cette perspective, il faut être également conscient que, dans le domaine social, rien ou presque ne peut être transplanté d'un continent à un autre, car la culture, la mémoire et l'histoire sont les éléments essentiels à partir desquels s'édifie une société et se forment ses conceptions. Nous devons donc comprendre que l'éthique est étroitement liée à un ensemble de caractéristiques sociales historiques qui la sous-tendent et que c'est chez l'être humain que l'éthique trouve son expression véritable et que se situe la décision éthique, car en définitive, il est seul maître du choix des valeurs et des finalités.

(7.6) Dans le même ordre d'idées, c'est en éduquant et en formant les esprits, en leur faisant découvrir les différents modes de pensée humains et en utilisant à cet effet tous les outils de communication et tous les moyens formels et informels possibles, que l'on pourra véritablement jeter des ponts entre les sociétés et entre les cultures et civilisations - plutôt que de ne s'intéresser qu'à la fracture numérique - à condition que les efforts en ce sens s'appuient sur des politiques publiques solides et la mobilisation des forces sociales à l'intérieur de chaque pays. Aujourd'hui, lorsqu'on parle de l'urgence d'une réforme des modes de pensée, tâche à la réalisation de laquelle l'UNESCO devra contribuer au cours des prochaines décennies car il s'agit d'un enjeu majeur pour l'humanité, on fait observer qu'il faudra à cette fin s'orienter vers la recherche d'un mode de pensée tendant à la compréhension et au bien-être de l'ensemble de l'humanité, ainsi qu'à l'avènement d'une conscience planétaire d'un avenir commun, d'une conscience universelle. Tels sont les principes sur lesquels devraient reposer les orientations de la future Stratégie à moyen terme pour 2007-2012.

(7.7) Je voudrais à présent dire quelques mots de notre région andine, qui traverse une période de transition très particulière, laissant entrevoir de grandes perspectives d'avenir. Mais celles-ci s'inscrivent dans le cadre de l'évolution du continent américain tout entier, dans lequel on encourage actuellement l'adoption de traités commerciaux qui soulèvent de nombreuses interrogations quant à l'avenir, étant donné les besoins énormes de la majorité et la montée de la pauvreté en termes absolus. Un certain nombre de domaines sont jugés prioritaires par la région andine. Nous ne pouvons nous contenter - dans une enceinte internationale telle que le Conseil exécutif - d'énoncer ou d'énumérer une multitude de questions et d'affecter de faibles ressources à chacune d'elles, en croyant agir ainsi de manière décisive, à un moment historique pour l'humanité... Nous aurions souhaité parler aussi de l'EPT, de l'eau, de la diversité culturelle, du patrimoine immatériel, de la bioéthique, de la coopération Sud-Sud, du changement climatique et de bien d'autres thèmes encore ; nous aurons l'occasion d'y revenir.

8. Mr EINARSSON (Iceland) *in extenso*:

Chairman of the Executive Board, President of the General Conference, Director-General: You noble and courageous men and women / I greet you from my countrymen in Iceland / with all the best of wishes and of hopes. / The river of time is flowing, but not out / and ours is to partake in the rowing. / For many years now my country has been sitting / at this prestigious table and tried to lend you / all our hands and all our eyes. We notice / that there has been a move and as we deem it / more for better than for worse. / We welcome the emphasis on ethics in the science / that now we all agree upon, and maintain / that the future of us all is there at stake. / We welcome the time given us to reflect / if UNESCO is supposed to be a forum of intellectual, of moral understanding. / Of tolerant responsibility, we should be the model. / We welcome all the efforts that we make to guard and enhance cultural diversity; / especially dear to us are the languages, / sitting there as core of all those riches. / And once again we call upon ourselves / not to neglect the workers in the garden / of artistic creativity; they can lead us / further and more firmly than bureaucratic speeches / towards a new world, prolific and fertile, / a world of understanding and of tolerance, of mutual respect and human dignity. / We welcome that this new world may be built / not on superficial information but on knowledge, / that political and practical measures must be taken / with the collaboration of all the stakeholders / in new communication, not forgetting / that freedom of expression is most precious. / Venerated colleagues. My time is short / and many of the things we care for have / to be left out on this occasion. Let me though / mention a few items that we should today / stress more vigorously. You have noticed / the great importance that is attached to / – unanimously I would say – the National / Commissions in all our consultations. There / beats the heart of our Organization / in all our member countries. Then you may also / have seen how useful another activity, / the Participation Programme is; it should be built on. / Once again we stress the role of youngsters, / theirs is the future, also here; / we need their voices in this very house. / And lastly to strengthen our democratic living, / the mission of public broadcasting / is pivotal, given that it is also / the guardian of our cultural diversity. / Dearest colleagues, brother-and-sisterhood / of what we might in all our earnestness / call alliance of global conscience. / Let us rejoice in what has been achieved / and congratulate those who bear the banner. / Our standard-setting within many fields / is a flagship and venerated in the world, / and rightly so. But there are other matters / so urgent that our honour is at stake, / our credibility, yes, our whole existence. / Now of course I am referring to the EFA / process. We asked for a new strategic approach, / an analysis of what was going on / behind the lofty words of wishful thinking. / The result is an earnest piece of paper, / somewhat unlike what we were otherwise used to. / It is no shame to admit any failure. / The failure is the failure of us all, and those / who write the documents are not supposed to be under examination by Director-General / or Board; but simply to state that this we have achieved / and this not, and we don't know why – or better / we know exactly why this has happened. / There are often far more formulations / of vague intentions, stating that the aim / is to strengthen this or that. This is not convincing / and we might ask or question: how? If we were to go in for some / wishful thinking, what if some of the richest countries / got together and decided that at least / five percent of their total expenditure / on warfare and on military arrangements / be used to secure gender equity for all / the schoolchildren that we have sworn to help; / that structures should be made to carry out / the mandate so that this promise be fulfilled / no later than in two years' time from now, / from this very day! The raising of awareness / is most important in this matter; it is crucial, / and here we need all kinds of instruments / and the generous, results-based participation / of civil society and the media of the world. / Well, you might think now that this is irresponsible, / but I maintain that it is necessary / to break away from all conventional patterns / to take a jump and refresh our minds. / Dear friends, I would now like to extend / our thanks to those who work for us in Paris / and elsewhere in the field, reminding them / that we are all together and share our duties. / And having said so, I would also like / to thank you for your patience and attention.

9.1 Mr PLATTE (Germany) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, Excellencies, ladies and gentlemen, dear colleagues. This delegation endorses the statement made by the distinguished Ambassador of the United Kingdom on behalf of the European Union. At the outset, let me reaffirm my government's full support for UNESCO and for the Director-General. Education for all (EFA) and, first and foremost, its full realization in Africa constitutes for Germany UNESCO's top priority, indeed, today its *raison d'être*. We welcome the fact that UNESCO has been declared lead agency for the United Nations Decade of Education for Sustainable Development (2005-2014) and that the Secretariat has now drawn up an international implementation scheme. This gives UNESCO a perfect opportunity to respond to the high expectations in asserting its role in EFA. However, UNESCO should play its role in coordinating Decade activities in a much more active way. Education for sustainability is one of UNESCO's key concerns; even more substantial efforts on the Organization's part are therefore highly desirable. The German Parliament has passed a consensus resolution asking the Government to draw up a plan of action for the Decade and to put a National Commission for the Decade in charge of implementation. Numerous Decade-related activities are already under way.

9.2 On the occasion of International Literacy Day on 8 September, the German Alliance for Literacy and Primary Education organized numerous events, including an information meeting for journalists on functional illiteracy; in Germany alone the estimated number of functional illiterates is four million! We welcome the Arab world as guest of honour at the Frankfurt Book Fair, which will be opened by Chancellor Schröder tomorrow. For the first time, a region will be the partner of the world's biggest book fair. This is a unique opportunity to foster dialogue presenting a picture of rich cultural diversity, mostly unknown to the Western public. At the Book Fair, the German National Commission for UNESCO will present the first results of the project "Euro-Arab Neighbourhood: Students build Bridges" supported both by the German Government and UNESCO. The project aims at promoting the dialogue between European and Arab secondary school students by jointly producing school magazines, a programme initiated by the Tunisian and German National Commissions. At the Book Fair, students from Jordan, Lebanon, Tunisia and Germany will present their first magazines.

9.3 Mr Director-General, we are looking forward to welcoming you at the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) in Bonn for the opening of the International Experts' Meeting on Technical and Vocational Education on 25 October. More than 100 international experts will discuss the issue of "Learning for work, citizenship and sustainability". The meeting in Bonn is a follow-up to the 1999 Seoul Congress. The UNESCO-UNEVOC National Centre in Bonn is at the heart of the worldwide UNEVOC Network, which consists of 228 UNEVOC Centres in a total of 156 UNESCO Member States. Mr Chairman, Germany is particularly pleased with the results of the 28th session of the World Heritage Committee. The members of the German delegation who had the pleasure and privilege to be in Suzhou asked me to address their gratitude to the Chinese hosts for their perfect organization and wonderful hospitality. Germany fully endorses the Director-General's appeal to make special efforts to include cultural heritage sites in the cultural heritage list of those 49 countries who so far have no site inscribed.

9.4 The work on the elaboration of the new instrument on cultural diversity has taken off in a very satisfactory manner. The first meeting of governmental experts ten days ago was very constructive. Germany offers to participate actively in the elaboration of the new convention. Germany welcomes the efforts to draft a declaration on universal norms in bioethics. This is a very important endeavour indeed. While a tight time schedule is desirable, we believe that quality of substance should prevail over deadlines. Sufficient time is therefore necessary to allow an in-depth debate, both in the Intergovernmental Bioethics Committee (IGBC) and the upcoming expert

conferences. The bioethical issues relate to the core of humanity. Such issues allow no easy answers, especially given the inherent tension between certain fundamental values. Germany stands ready to contribute to the joint work towards universally accepted bioethical guidelines. We are pleased to announce that the first training seminar for the staff of the new Iraqi National Commission for UNESCO took place in Germany this September, organized jointly by the UNESCO Office in Amman and the German National Commission. Mr Chairman, UNESCO performs well in disaster prevention. Germany supports adequate participation of UNESCO at the World Conference on Disaster Reduction, to be hosted by the Japanese Government in Kobe in January 2005.

9.5 Germany continues to support the Director-General's efforts on decentralization. The right steps in the right direction have already been taken. However, just a small note of caution: decentralization does not inevitably mean the creation of five regional committees or councils, if beforehand one committee at Headquarters had been sufficient. What counts is the value added, the expected results and cost implications on the basis of a cost-benefit analysis. Allow me one comment on the issue of prioritization. We support the idea that UNESCO should be encouraged to approach the principal priority in each Major Programme from a comprehensive perspective, whereby all other priorities within the Sector and house-wide would need to be mutually supportive. This would seem to be a good way of discarding activities which do not fully fall within the core objectives of the Organization. Thank you for your attention.

10.1 M. LÊ (Viet Nam) *in extenso* :

Monsieur le Président, je voudrais tout d'abord remercier le Directeur général pour son introduction au débat général de la présente session, qui nous donne un panorama complet de l'activité de l'Organisation depuis la dernière session, ainsi que ses propositions préliminaires concernant le projet de 33 C/5.

10.2 L'UNESCO a été très active ces derniers temps. Le Directeur général et le Secrétariat ont fait preuve d'une efficacité et d'une diligence dignes d'éloges dans la préparation de trois instruments majeurs, réalisant des prouesses pour mener des consultations à tous les niveaux, pour répondre aux demandes de la Conférence générale. Je veux parler de : la convention internationale sur la lutte contre le dopage dans le sport, dont l'avant-projet a été envoyé aux États membres en juillet dernier ; la déclaration relative à des normes universelles en matière de bioéthique, dont un premier projet consolidé doit être envoyé aux États membres en janvier prochain ; et, enfin, la convention sur la diversité des contenus culturels et des expressions artistiques, dont l'avant-projet vient d'être examiné à la première réunion des experts gouvernementaux. Nous avons apprécié l'esprit de consensus, de dialogue et de complémentarité qui a inspiré cet avant-projet, ainsi que le souci de cohérence technique et de réalisme politique dont témoigne son contenu. Pour les pays en développement qui, comme le Viet Nam, entendent préserver et promouvoir les valeurs de la culture dans sa diversité pour en faire le fondement du développement durable, l'avant-projet est une excellente base de travail. Nous ne manquerons pas de vous faire parvenir nos commentaires avant le 15 novembre de cette année comme il nous est demandé. Nous associerons nos efforts aux vôtres en vue d'aboutir à un texte normatif efficace et utile.

10.3 Nous nous félicitons également des efforts de l'Organisation dans le domaine de l'éducation, et notamment de la réaffirmation du caractère central et prioritaire de l'Éducation pour tous (EPT), de la préparation de deux initiatives, sur la formation des enseignants et sur l'alphabétisation, ainsi que de l'Initiative mondiale pour étendre l'éducation préventive contre le VIH/sida dans les activités de l'EPT. La Conférence internationale sur l'éducation, organisée par le Bureau international d'éducation (BIE), a mis l'accent sur la qualité de l'éducation pour répondre aux besoins éducatifs de la jeunesse face aux défis de la mondialisation et aux réalités sociopolitiques du XXI^e siècle. À cet égard, la coopération avec l'OCDE pourrait avoir pour effet

un afflux de l'aide en faveur de la réalisation des objectifs de l'UNESCO en la matière. La participation active de l'Organisation à la préparation de la Décennie des Nations Unies pour l'éducation en vue du développement durable offre aussi une perspective très encourageante. Ce pourrait être une excellente occasion de promouvoir une large coopération intersectorielle, régionale et internationale en vue de s'attaquer aux problèmes relatifs à l'éducation : qualité, accès, innovation, recherche et pertinence. Le Viet Nam est en train de mettre sur pied un comité de coordination nationale afin de conjuguer efficacement ses efforts à ceux qui sont entrepris dans le cadre de cette initiative. Je saisi cette occasion pour remercier le Gouvernement du Japon pour sa généreuse contribution à la Décennie.

10.4 Monsieur le Directeur général, le Viet Nam appuie les principes de concentration du programme, de hiérarchisation des priorités, de renforcement de l'intersectorialité, de décentralisation et de partenariat avec les Nations Unies que vous avez énoncés dans vos propositions préliminaires concernant le projet de 33 C/5. Nous voudrions attirer votre attention sur les suggestions faites par les États membres lors de la consultation des commissions nationales de la région de l'Asie et du Pacifique qui a eu lieu à Wellington.

10.5 En ce qui concerne le budget du prochain C/5, le Viet Nam est favorable à l'option 2, c'est-à-dire à une "croissance réelle zéro" qui ne retient que l'augmentation des coûts due à l'inflation : les coûts additionnels liés à l'emprunt et à la sécurité (20,7 millions de dollars) seraient "absorbés" par des mesures d'austérité. Cette option permet de préserver l'essentiel des acquis et de ne pas freiner la poursuite de la réforme.

10.6 Monsieur le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, nous avons noté avec beaucoup d'intérêt les efforts que le Directeur général, le Conseil exécutif et le Groupe de travail ad hoc chargé d'examiner les relations entre les trois organes de l'UNESCO créé en application de la résolution 32 C/81, ont entrepris en vue de rendre l'UNESCO mieux apte à s'acquitter de ses missions.

10.7 En ce qui concerne le point 6.2 de l'ordre du jour de la présente session - Examen des méthodes de travail du Comité sur les conventions et recommandations - nous pensons que le premier volet du mandat de ce Comité, qui est d'examiner toutes questions relatives à l'application des instruments normatifs de l'UNESCO, doit constituer sa principale fonction en raison du nombre croissant d'instruments normatifs de l'UNESCO et de l'importance des enjeux qu'ils représentent pour l'Organisation.

10.8 Quant au deuxième volet du mandat du Comité, à savoir examiner les communications individuelles relatives aux droits de l'homme, il a un caractère purement politique, et n'entre donc pas dans les compétences de notre Organisation. De plus, ces attributions font double emploi avec les fonctions de la Commission des droits de l'homme des Nations Unies, comme de nombreux membres du Conseil l'ont fait remarquer à plusieurs reprises, notamment à la dernière session.

10.9 Enfin, nous nous réjouissons de ce que le débat thématique de la présente session soit consacré aux "nouvelles perspectives et actions concrètes" en ce qui concerne le dialogue entre les civilisations. Dans cet esprit, nous sommes heureux d'informer le Conseil que nous organiserons, en coopération avec l'UNESCO, une conférence régionale sur ce thème à Hanoi, en décembre 2004, en vue d'affiner nos positions et de les traduire par des propositions d'action concrètes. Je vous remercie.

11.1 Mr MOLNÁR (Slovakia) *in extenso*:

Mr Chairman, Director-General, President of the General Conference, distinguished colleagues. Slovakia, as a new member of the European Union joins and supports the intervention

presented by the distinguished representative of the United Kingdom on behalf of the European Union. Distinguished colleagues, we used to say that “UNESCO cannot be present everywhere”. Yes, it is true, but only when UNESCO is understood as UNESCO Headquarters in Paris. But UNESCO is understood today as a distributed, network organization with its National Commissions and regional offices, and this UNESCO is present almost everywhere. This Organization brings not only new means and new instruments for the fulfilment of UNESCO’s mission, but also a new kind of responsibility, the responsibility of National Commissions and regional offices. It is a new challenge first of all for the National Commissions. The recent meeting of National Commissions of the Europe and North America region in June 2004 in Zurich, Switzerland, has shown that National Commissions are willing, ready and able to participate in the fulfilment of UNESCO’s mission. Allow me to express our thanks to the Swiss National Commission for its excellent organization.

11.2 UNESCO information and documentation centres play an important role for the visibility of UNESCO and the dissemination of information. Our centre in Slovakia has been functioning since 1994, and this year we celebrated its 10th anniversary. Allow me to express our thanks to UNESCO for its overall support, including the personal participation of Ms Kearney in the celebration in Bratislava. Distinguished colleagues, we have been speaking more and more about a time “after”. “After” September 11, “after” the Madrid tragedy, “after” the tragedy in Beslan (North Ossetia, Russian Federation) and other “afters”. And we are afraid of where and what will be next. Other tragedies are connected with war conflicts in many countries of our global world. The Director-General’s report shows that UNESCO plays an important role in post-conflict situations, especially in heritage preservation and the reconstruction of education systems. We appreciate this, but one thing we learned from history, and this is a kind of cultural heritage, is that the best way to solve problems is to avoid them. It is certainly not an easy or short-term task. But UNESCO has important and strong trump cards in its hand – education, science, culture and communication. It is our responsibility to utilize and play with these cards. They really are trumps.

11.3 Turning to the subject of Major Programmes, education covers such topics as education for all (EFA), education at all levels, quality education, life-long learning, education and capacity-building in science and technology, education for sustainability, human rights, the culture of peace, etc. It is really very difficult to find a topic of education which is not covered somehow in Major Programme I. Nevertheless we are far from achieving our goals. We still have about 900 million adults who can neither read nor write, who are illiterate. The current information revolution and the exponential increase in new information brings with it a new illiteracy. The important priority of basic education is documented by 80% of the Major Programme I budget being allocated to “basic education for all”. Nevertheless, even with this high priority we are going to reduce the existing rate of illiteracy by 2015 only by half. Even if we reach this goal, should we be satisfied? If we take into consideration the idea that our efforts should lead to a better quality of life for all – and here the popular UNESCO phrase “for all” is very reasonable – we must not underestimate those topics of education which are indispensable for a new economy: education and capacity-building in science and technology. We fully realize that it is very difficult to find priorities within these rich activities, given the broad mandate of UNESCO and its limited resources. We appreciate that in spite of this problem, UNESCO keeps quality education as its main priority and, even more, that the model of quality education covers such indicators as “learning to live together with others”, because this aspect of education may make an important contribution to solving the problems of living in such “after” periods.

11.4 Regarding science, Slovakia appreciates the Director-General’s activities concerning bioethics, and the work carried out by the Drafting Group of the International Bioethics Committee (IBC) on the draft declaration on universal norms in bioethics. While we fully realize its complexity, we believe this declaration is necessary. Turning to culture, the World Summit on the

Information Society (WSIS) is usually associated with communication and information; to be honest I used to associate it with them as well. Information certainly plays an important role in building the new information society, or as we at UNESCO say, knowledge societies. But UNESCO contributed to the World Summit by introducing the important principles of freedom of expression, universal access to information and knowledge, cultural and linguistic diversity, and access to quality education. Cultural diversity is a basic priority of UNESCO, not only in the Culture Sector, but across the board.

11.5 In conclusion Mr Chairman, distinguished colleagues, let me associate communication and information with the distributed network structure of our Organization. In information technology we not only have long-standing experience with the distributed-network organization of computing systems; we have also elaborated the theory of such systems. We are able to specify conditions concerning functionality for each element of the system; we are able to specify conditions for communication within networks and also some other properties. We here at UNESCO can learn a lot from these computing systems for our distributed network Organization.

12.1 La Sra. LUX de COTÍ (Guatemala) *in extenso*:

Señor Presidente del Consejo Ejecutivo, señor Presidente de la Conferencia General, señor Director General, estimadas y estimados Miembros del Consejo Ejecutivo, como representante del pueblo y gobierno de Guatemala, y personalmente, me sumo a las felicitaciones expresadas por mis colegas al Director General, porque son el reconocimiento y agradecimiento de un trabajo realizado con responsabilidad y experiencia.

12.2 Con respecto al informe presentado, quiero destacar lo relacionado con el manejo eficiente del presupuesto, los resultados positivos en la ejecución del programa, las acciones y eventos realizados, así como los informes que el señor Matsuura ha presentado sobre la preparación de una declaración relativa a las normas universales sobre la bioética. Nos satisfacen también los esfuerzos y las acciones sobre la aplicación de la Convención y la Recomendación relativas a la Lucha contra las Discriminaciones en la Esfera de la Enseñanza, que no obstante su aprobación y ratificación por 91 Estados Miembros, entre ellos Guatemala, sigue siendo letra muerta en la mayoría de los países, principalmente en relación con las minorías, los pueblos indígenas, la juventud y las mujeres.

12.3 Expresamos nuestro sentimiento de pesar y consternación ante la inaceptable acción terrorista que significó la masacre de niñas y niños en Rusia. Asimismo expreso nuestro sentimiento de pesar por los fallecidos y la destrucción de decenas de escuelas y centros de enseñanza a causa de los fenómenos naturales en diversas naciones, particularmente en las islas del Caribe, así como las incontables víctimas que continúan sumándose como resultado de las guerras y las confrontaciones en Oriente Medio y Asia Central.

12.4 La prioridad que se ha otorgado al tema de educación para todos (EPT) por la Conferencia General es motivo de gran satisfacción para nuestra nación, y reconocemos los esfuerzos realizados por la UNESCO y el Director General. Es evidente que el principal reto se encuentra en la cobertura y la calidad de la educación primaria en todos los países, especialmente los sometidos a limitaciones financieras, los que tienen poblaciones indígenas, los pueblos minoritarios, los países multiétnicos y los que deben resolver –con equidad– el acceso a la educación de las niñas excluidas y marginadas. Igualmente presentan un reto el adecuado manejo y las acciones a tomar en el proceso educativo en aquellos países afectados por la pandemia del VIH/SIDA donde se dan factores culturales adversos, o una vulnerabilidad debida a su pobreza y sus limitaciones en el desarrollo social y económico.

12.5 Comunico a ustedes nuestros esfuerzos por alcanzar las seis metas propuestas en Dakar y los Objetivos de Desarrollo para el Milenio. En mi país, el presupuesto actual de educación aún no llena las expectativas deseadas. Sin embargo, existe la voluntad política de incrementarlo en el

futuro, una vez se logre disminuir el gasto militar, se supere el costo de la reconstrucción social y económica, se reparen los daños derivados del conflicto armado interno que duró más de 34 años, y se elimine la resistencia a un pacto fiscal sustentado en una mayor conciencia tributaria y confianza en la administración pública.

12.6 Reconociendo su importancia, agradecemos el acompañamiento de la cooperación internacional e invitamos a renovar esfuerzos, tomando en cuenta nuestras realidades. Los países en desarrollo necesitan el apoyo a sus iniciativas educativas y procesos políticos, sobre todo incidiendo en la participación de la sociedad civil y las organizaciones comunitarias, facilitando la generación de innovaciones, la actualización de los currículos y la modernización de los sistemas educativos, y llevando las reformas al aula. En particular, agradecemos la promoción de una mayor cooperación dentro del presupuesto ordinario y con recursos extrapresupuestarios, que contribuya al reconocimiento de los derechos a la educación de los pueblos indígenas y las mujeres, así como del derecho a una educación que fortalezca el desarrollo de los valores, conocimientos e idiomas propios de cada cultura, y proyecte la reforma de los sistemas educativos, tanto en lo formal como en lo no formal, en el marco del Decenio de las Naciones Unidas de Educación para el Desarrollo Sostenible (2005-2014), y el desarrollo universal justo y democrático.

12.7 Nuestros pueblos confían y seguirán confiando en los esfuerzos que realiza el sistema de Naciones Unidas en favor de la paz y del desarrollo humano, y depositan su confianza particularmente en la UNESCO, organización que ha sabido responder eficazmente a las necesidades de nuestros contextos históricos y realidades culturales. En este sentido, estamos seguros de que el fortalecimiento de la Oficina de la UNESCO en nuestro país está contribuyendo a la puesta en marcha de reformas educativas y programas de educación bilingüe, establecidos en los acuerdos de paz, que incorporan todas las recomendaciones de Dakar y la Declaración del Milenio.

12.8 En lo que respecta al Gran Programa II, felicitamos al Director General por las actividades realizadas en favor del desarrollo sostenible y la sociedad de la información, dos temas que representan, en gran medida, el futuro del mundo. Es evidente que la pobreza tendrá nuevos indicadores: la genética, el acceso al agua dulce y el acceso a la información. Esos factores marcarán el desarrollo en la calidad de vida espiritual y material y de ellos dependerán no solamente las relaciones entre naciones y pueblos, sino el bienestar y el desarrollo cultural, económico y social de la humanidad. Igualmente, observamos con satisfacción los esfuerzos encaminados a conocer y valorar la importancia del manejo adecuado de los recursos naturales. En el marco de la cosmovisión indígena maya, la vida de los seres humanos se vincula desde su propio origen con la tierra y los recursos naturales. La falta de respeto a esta relación conduce a la destrucción de los ecosistemas y provoca el incremento de los desastres por fenómenos naturales. Alentamos al Director General a continuar fortaleciendo los trabajos intersectoriales de investigación, gestión y acciones en estos temas.

12.9 Con relación al Gran Programa III, vemos con satisfacción sus adelantos y los apoyos recibidos por parte de la UNESCO a los esfuerzos de América Latina y el Caribe en sus políticas de desarrollo social, vivencia de los derechos humanos, democratización y cultura de paz. No tenemos duda que los derechos humanos cobran cada día más vigencia en todos los países. Sin embargo, aún falta mejorar las condiciones de vida de gran parte de la humanidad. El número de ombudsmán, procuradores y defensores de los Derechos Humanos crece. Las ONG que tratan el tema son menos perseguidas y las contribuciones financieras a sus esfuerzos se ven incentivadas con los resultados. Falta todavía mayor incidencia sobre los derechos de la mujer, de los pueblos indígenas, de la juventud y la niñez. Falta difusión y promoción sobre los derechos de segunda y tercera generación. Es necesario más trabajo en la realización de estudios e investigaciones de carácter prospectivo que permitan prever con responsabilidad las condiciones éticas que requerirá el futuro de la tierra y de la humanidad en los próximos 50 años.

12.10 En el marco de la mundialización y el diálogo intercultural, nos satisfacen todas aquellas iniciativas encaminadas a disminuir las actitudes y expresiones discriminatorias y las alianzas para luchar contra las formas de discriminación y racismo...Voy a acabar mi intervención aquí. Lo demás que quedaba por decir era también importante. Sólo quiero dejar constancia de mi apoyo a lo dicho por la Presidenta del GRULAC. Muchas, gracias a todos ustedes, por su atención.

(12.1) Mme LUX de COTÍ (Guatemala) *in extenso* (traduit de l'espagnol) :

Monsieur le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, Monsieur le Directeur général, Mesdames et Messieurs les membres du Conseil exécutif, en tant que représentante du peuple et du Gouvernement guatémaltèques, et en mon nom personnel, je m'associe aux félicitations adressées par mes collègues au Directeur général en reconnaissance et en remerciement d'un travail accompli avec responsabilité et compétence.

(12.2) S'agissant du rapport qui nous est présenté, je souhaite souligner l'efficacité de la gestion du budget, les résultats positifs obtenus dans l'exécution du programme, les actions et manifestations qui ont été menées à bien ainsi que la qualité des rapports de M. Matsuura sur l'élaboration d'une déclaration relative à des normes universelles en matière de bioéthique. Nous nous félicitons également des activités menées dans le cadre de la mise en œuvre de la Convention et de la Recommandation concernant la lutte contre la discrimination dans le domaine de l'enseignement qui, bien qu'approuvées et ratifiées par 91 États membres, dont le Guatemala, demeurent lettre morte dans la majeure partie des pays, en particulier pour les minorités, les peuples autochtones, les jeunes et les femmes.

(12.3) Nous tenons à exprimer notre douleur et notre consternation devant l'acte de terrorisme inacceptable qui a abouti à un massacre d'enfants en Russie. Nous tenons aussi à faire part de notre émotion face au nombre de morts et à la destruction de dizaines d'écoles et de centres d'enseignement à la suite de catastrophes naturelles dans diverses nations, notamment dans les îles des Caraïbes, et face au nombre toujours plus grand de victimes des guerres et des conflits au Moyen-Orient et en Asie centrale.

(12.4) La priorité accordée par la Conférence générale à la question de l'Éducation pour tous est un sujet de grande satisfaction pour notre pays et nous prenons acte des efforts accomplis par l'UNESCO et le Directeur général. Il est certain que le principal défi à relever est celui de la couverture et de la qualité de l'enseignement primaire dans tous les pays, et notamment dans ceux qui disposent de ressources financières limitées, où vivent des populations autochtones et des peuples minoritaires, dans les pays pluriethniques et dans ceux qui doivent résoudre équitablement le problème de l'accès à l'éducation des filles exclues et marginalisées. Autre défi à relever : la gestion appropriée du problème du VIH/sida et les mesures à prendre dans le cadre du système éducatif dans les pays touchés par la pandémie, agités par des facteurs culturels antagonistes ou fragilisés par la pauvreté et les contraintes qu'impose le développement économique et social.

(12.5) J'en viens aux efforts que nous faisons pour réaliser les six objectifs proposés à Dakar ainsi que les Objectifs du Millénaire pour le développement. Dans mon pays, le budget actuel de l'éducation n'est pas encore à la hauteur des espérances. Toutefois, il existe une volonté politique de l'augmenter à l'avenir, lorsqu'on aura réussi à réduire les dépenses militaires, à absorber le coût de la reconstruction sociale et économique, à réparer les dégâts causés par le conflit armé interne qui a duré plus de 34 ans, et à venir à bout de la résistance à un pacte budgétaire fondé sur une conscience fiscale accrue et sur la confiance dans l'administration publique.

(12.6) Nous apprécions l'apport de la coopération internationale dont nous reconnaissons l'importance et nous invitons à renouveler les efforts en tenant compte de nos réalités. Les pays en développement ont besoin de voir leurs initiatives en matière d'éducation et leurs processus politiques appuyés, en insistant surtout sur la participation de la société civile et des associations, en favorisant les innovations, l'actualisation des programmes d'études et la modernisation des systèmes éducatifs, et en menant à bien les réformes. En particulier, nous nous félicitons du développement de la coopération encouragé dans le cadre du budget ordinaire et par des ressources extrabudgétaires ; cette démarche contribuera à faire reconnaître le droit des peuples autochtones et des femmes à l'éducation ainsi que le droit à une éducation propre à renforcer la promotion des valeurs, des connaissances et des langues de chaque culture. Elle inscrira la réforme des systèmes éducatifs, tant formels que non formels, dans la perspective de la Décennie des Nations Unies pour l'éducation en vue du développement durable et dans celle du développement universel, équitable et démocratique.

(12.7) Nos peuples comptent et continueront de compter sur les efforts fournis par le système des Nations Unies en faveur de la paix et du développement humain, et placent leur confiance plus particulièrement dans l'UNESCO, organisation qui a su répondre efficacement à des besoins résultant de nos situations historiques et de nos réalités culturelles. À cet égard, nous sommes convaincus que le renforcement du Bureau de l'UNESCO dans notre pays favorise la mise en route de réformes de l'éducation et de programmes d'enseignement bilingue, prévus par les accords de paix, qui incluent toutes les recommandations de Dakar et de la Déclaration du Millénaire.

(12.8) S'agissant du grand programme II, nous félicitons le Directeur général pour les activités en faveur du développement durable et de la société de l'information, deux enjeux dont dépend, dans une large mesure, l'avenir du monde. Il est manifeste que la pauvreté se mesurera à l'aide de nouveaux indicateurs dans des domaines tels que la génétique, l'accès à l'eau douce et l'accès à l'information. Ces indicateurs évalueront le développement sous l'angle de la qualité de la vie spirituelle et matérielle et c'est d'eux que dépendront non seulement les relations entre les nations et les peuples mais aussi le bien-être et le développement culturel, économique et social de l'humanité. Par ailleurs, nous notons avec satisfaction les efforts fournis pour évaluer l'importance d'une gestion appropriée des ressources naturelles. Dans la cosmologie maya, la vie de l'être humain s'articule dès l'origine à la terre et aux ressources naturelles. Le non-respect de cette relation conduit à la destruction des écosystèmes et provoque la multiplication des catastrophes naturelles. Nous invitons instamment le Directeur général à continuer de développer les travaux intersectoriels de recherche et les activités dans ces domaines.

(12.9) S'agissant du grand programme III, nous nous félicitons des résultats obtenus par l'UNESCO et de son appui aux efforts déployés en Amérique latine et dans les Caraïbes pour mettre en œuvre une politique de développement social, de respect des droits de l'homme, de démocratisation et de culture de la paix. Nous sommes certains que le problème des droits de l'homme est de plus en plus une priorité dans tous les pays. Toutefois, il faut encore améliorer les conditions de vie d'une grande partie de l'humanité. Dans le domaine des droits de l'homme, le nombre de médiateurs, de plaignants et de défenseurs de cette cause ne cesse de croître. Les ONG compétentes font moins souvent l'objet de poursuites et les résultats qu'elles obtiennent encouragent les contributions financières. Il faut encore intensifier l'action en faveur des droits des femmes, des peuples autochtones, des jeunes et des enfants. Il faut aussi mener une action de diffusion et de promotion en ce qui concerne les droits de l'homme des deuxième et troisième générations.

Il faut intensifier les études et les recherches prospectives qui permettront d'établir de façon responsable les normes éthiques qui devront régir l'avenir de la planète et de l'humanité dans les 50 prochaines années.

(12.10) En ce qui concerne la mondialisation et le dialogue interculturel, nous souscrivons à toutes les initiatives visant à atténuer les comportements et expressions discriminatoires et nous soutenons les alliances constituées en vue de lutter contre toutes les formes de discrimination et de racisme ... Je terminerai ici mon intervention. J'avais encore d'autres choses importantes à dire. Je tiens seulement à ce que mon appui aux propos de la Présidente du GRULAC soit consigné au procès-verbal. Je vous remercie de votre attention.

13.1 Mr AZIZ (Afghanistan) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, dear colleagues, Excellencies, ladies and gentlemen, I wish to begin by expressing my gratitude to our distinguished Director-General for his successful official mission to Afghanistan at the end of June, during which, apart from other tangible and fruitful discussions with the highest-ranking officials of Afghanistan, the commitment of UNESCO to the reconstruction of educational, scientific, cultural and communication institutions was reaffirmed.

13.2 The Director-General should receive our congratulations, for he has been honoured by the Afghan nation with an award of the highest distinction, the Sayed Jamaluddin Afghani Medal, in recognition of his personal efforts, as well as of UNESCO's assistance to Afghanistan. The distinction was awarded to the Director-General by President Hamid Karzai and conferred upon him by the Father of the Nation, His Majesty Mohammad Zahir Shah, former King of Afghanistan.

13.3 The visit also provided an opportunity to observe the enormous achievements of the Government of Afghanistan in UNESCO's fields of competence and recognize the remaining considerable, long-term needs of the country in education and culture. Both the achievements and needs are reflected in document 170 EX/32, for the preparation of which I thank the Director-General and his colleagues.

13.4 Mr Chairman, you may be surprised to know that more than five million children now go to school in Afghanistan, and among them are one and half million girls. By virtue of Article 43 of our Constitution, education is now the fundamental right of every Afghan citizen.

13.5 The historical richness and diversity of Afghanistan's cultural heritage and living cultures require every Afghan to preserve and safeguard both his/her tangible and intangible cultural heritage and to further enrich them. It is correct that in the current transitional process, enhancing Afghanistan's cultural heritage is a key element in reaffirming and consolidating a common Afghan identity and building a culture of democracy.

13.6 I must stress that so much could not have been achieved in such a short period in my country without the sincere help and presence of the international community. I am therefore obliged to thank you and in particular those governments and nations which are helping us to reconstruct Afghanistan, reaffirm democracy and the rule of law, and fight the terrorists who are the enemies of education, culture, peace and democracy. This type of assistance and cooperation on the part of the international community is, in our view and that of our friends, "a clear example of the cooperation of civilizations" as President Karzai said in his recent statement at the 59th session of the United Nations General Assembly.

13.7 Mr Chairman, Mr Director-General, let me offer, with the greatest modesty and humbleness, our experience under the flag of this Organization to our friends, brothers and sisters of nations that have experienced similar problems to those in Afghanistan, as we, in turn, must help those who are in need.

13.8 Mr Chairman, distinguished colleagues, I thank the Director-General for his oral and written reports on the execution of the programme and on the preliminary proposals for the Programme and Budget for 2006-2007, which I found enlightening and most comprehensive.

13.9 We believe that the Dakar Framework for Action and the attainment of its goals should remain the core purpose of UNESCO's education programme for years to come. No one can deny that education is the fundamental right of every citizen of any nation, and that it must be provided without distinction of race, sex or other cultural or social differences. Education is the centre of all development. For us, it can be the soul and heart of the Afghan nation that will bring economic growth, social cohesion, equality and democracy.

13.10 Once again, I want to congratulate the Director-General and International Bureau of Education (IBE) staff for a successful International Conference on Education in Geneva that brought together policy-makers, experts, the United Nations system and other regional and international groups. Apart from the Conference's major joint agreement, the professional and cordial discussions during the Conference on the important issues provided an atmosphere of hope and cooperation which is sorely needed within the present context of world affairs.

13.11 The situation of the education of youth is also dramatic in our country, as we have inherited hundreds of thousands of young people who were born and raised during the war and occupation without any education. They simply need education. For them and for millions of other boys and girls, the priority is to bring them to school. It appears that quality education for our children will remain the provision of textbooks for each Afghan student.

13.12 Mr Chairman, I greatly appreciate the measures taken by the Director-General on the preparation of the convention on the protection of the diversity of cultural contents and artistic expressions, and particularly the organization of the first intergovernmental meeting of experts on that subject, which brought together about 600 experts and government representatives in this house of culture. Thanks to the enormous efforts of our friends from the Culture Sector and the participants, the meeting, which laid the grounds for the preparation of the final draft convention, was a great success for UNESCO and for all civilizations.

13.13 Mr Chairman, Mr Director-General, Excellencies, ladies and gentlemen, UNESCO must remain an Organization that contributes to peace, security, human rights, fundamental freedoms, justice and collaboration among nations. It should also, through education, science, culture and communication, contribute to social and economic progress and to the common welfare of mankind. UNESCO is a house of culture and dialogue that must fulfil its obligations.

13.14 Mr Chairman, I shall describe in detail the reasons for my displeasure with budget ceiling option 3, and particularly option 4 in the Programme and External Relations (PX) Commission, but for now I wish to say to you, Mr Director-General, you have both the talent and desire to achieve these main goals of UNESCO and reaffirm its rightful place in the international forums. To do so, you must have the means as well. My government has the great pleasure to offer you our support for option 1 which you have proposed for document 33 C/5, which guarantees the continuation of the decentralization and reform processes you have proposed.

13.15 Dear colleagues, I promise you that I will remain a good colleague and a peaceful partner to you, Mr Chairman, to the Director-General and to all of my colleagues. Thank you.

14.1 Ms INAYATULLAH (Pakistan) *in extenso*:

Mr Chairman, and Mr Director-General, we applaud the two succinct and comprehensive introductory statements of this morning. Colleagues, since document 33 C/5 will reflect the last biennial programme of the current six-year Medium-Term Strategy, this is our last opportunity as the implementation oversight body, as the Director-General said this morning, to reaffirm that the stated strategic objectives of document 31 C/4 are required to be implemented to the maximum extent possible in document 33 C/5.

14.2 In this regard, we feel the document needs to consolidate achievements and redress shortfalls of the six-year programme cycle. In addition, recalling that document 31 C/4 is conceptually a rolling strategy, it is necessary for the fallout of the global human catastrophes of terrorism and the HIV/AIDS pandemic to be appropriately recognized in document 33 C/5. And, as suggested by the Director-General, there is a need for synchronization in the text with the Millennium Development Goals (MDGs), Poverty Reduction Strategy Papers (PRSPs) and inter-agency plans. This is no doubt a tall order, but not an impossible task.

14.3 It is also stocktaking time for the next C/4 document. We would like to flag at this stage the following for consideration in the upstream planning process of the next C/4 document: (1) Some of the expected outputs of the strategic objectives will need to be carried forward, because they were overly ambitious, and unforeseen global events have had a deleterious effect on their attainment. (2) We would also like to suggest that for clarity in the link between the C/4 and C/5 documents, specifically regarding mainstreaming and intersectoral and multidisciplinary activity, the Director-General may consider preparing a matrix in which these activities are juxtaposed for consideration by the Executive Board.

14.4 Mr Chairman, document 170 EX/12 Part II has faithfully incorporated the recommendations made by the Executive Board at its last session. For me, this is a reflection that the Director-General takes the Board seriously. This swinging relationship between the Board and Director-General augurs well for UNESCO, as it encourages informed comment and consent from the governing bodies, which in turn facilitates the task of management.

14.5 With reference to 170 EX/12 Part III, our comments on the budget ceiling and other related matters are preliminary as the discussion will be ongoing during this session in the Finance and Administrative (FA) and the Programme and External Relations (PX) Commissions. My delegation would obviously like to see option 1 in position, but realism tells us to support option 2, zero real growth, because in order to be relevant, UNESCO must be able to sustain the good governance reform process which has been put in motion and still has quite a way to go. We are called upon to respond to the assigned tasks, such as Dakar EFA, the World Summit on the Information Society, the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (2005-2014). Last but not least, as a live organism we should be able to lift the programme above its current level.

14.6 In proposing option 2, my delegation thanks the Director-General for his understanding, whereby the Belmont Plan and security requirements would be taken care of without any adverse effect on Member States.

14.7 Regarding the overall distribution of programme funds among the five Major Programmes, we would like to comment on this matter after consideration of item 3.4.2 “Report by the Director-General on the strategic review of UNESCO’s post-Dakar role in education for all (EFA)”.

14.8 The introduction of cluster consultations has strengthened the participatory process, and is therefore welcome. However, if the cost has been met from the Participation Programme envelope, as I believe was the case for the Asia and the Pacific New Zealand consultation, the Director-General may kindly debit this expenditure to its logical head, as has also been suggested by Sri Lanka.

14.9 Lastly on budgetary matters, all efforts by the Director-General to make budgetary presentations more user-friendly documents cannot but have our support.

14.10 Mr Chairman, the hallmark of Director-General Matsuura's leadership of UNESCO is good governance reform. I compliment him on accepting this challenge, which in honesty we must accept is a difficult task in an oversized, status quo-oriented bureaucratic institution. May I assure you that the Board stands firmly with you and beside you, Mr Director-General, in these efforts.

14.11 My delegation views the Director-General's premier good governance contribution as the tedious task of putting in place results-based management. Amongst other advantages, these efforts will facilitate the statutory reporting on programme implementation to the Board.

14.12 Revision in the programme management cycle is welcomed whereby field officers will formulate strategic plans with intersectoral synergies. Can the Director-General confirm that this element will be incorporated in document 33 C/5, and will this modality also cover the need for decentralizing funds for field activities and for field offices?

14.13 On the related subject of decentralization, we understand it to be less a matter of "de-concentration" of administration and more a question of producing public goods, which, through the cooperation of stakeholders, gives focus to priorities and results at every level.

14.14 My delegation would like to emphasize the country-driven approach to decentralization, and requests the following during the forthcoming biennium: (1) A clearer definition of the responsibilities and functions of the three-layered structure of regional, cluster and country offices. (2) The success of the decentralization policy to be made contingent upon the existence of a critical mass of competent and multi-sectoral capacity at the cluster level together with autonomy. This matter needs early attention because in many cases these offices are understaffed. I have more to say on decentralization, but I am unfortunately running out of time.

14.15 On the subject of standard-setting, we feel that we need to remember that there are a number of standard-setting instruments, and this in turn calls for better synergy between the instruments and standard-setting activities and a review of the work of the Committee on Conventions and Recommendations (CR).

14.16 I do not have to time to address public information, but I do think it is an important matter and I will raise in the PX Commission at the appropriate time.

14.17 Finally, to make use of my remaining few seconds, on the subject of assistance to countries in crisis and conflict, my delegation welcomes the Director-General's proposed modus operandi of an open budget line for swift response. We support UNESCO's programme in Africa, expect the inclusion of Sudan, and encourage the fast-tracking of operational activities in Afghanistan and activation of efforts in Iraq.

15.1 M. CHARBONNEAU (Canada) *in extenso* :

Monsieur le Président, je suis heureux de me joindre pour la première fois à cette assemblée en tant que nouvel ambassadeur du Canada auprès de l'UNESCO et que représentant de

mon pays au Conseil exécutif. J'ai bien l'intention de poursuivre l'œuvre de mon prédécesseur et d'approfondir l'engagement du Canada auprès de l'UNESCO, une organisation qui, comme l'a souligné à juste titre M. le Directeur général ce matin, me paraît plus essentielle que jamais dans ces années de grande insécurité, et de grand questionnement sur le sens de nos valeurs.

15.2 Le Canada se félicite de l'ardeur avec laquelle l'UNESCO a engagé les travaux en vue de l'élaboration de trois instruments normatifs qui nous tiennent à cœur : l'avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques, l'avant-projet de convention internationale contre le dopage dans le sport et la déclaration relative à des normes universelles en matière de bioéthique. Nous reconnaissons que la tâche est immense et nous continuerons de soutenir du mieux possible les efforts du Directeur général, dans le cadre des consultations nationales qu'il nous faudra conduire comme des conférences intergouvernementales à venir.

15.3 Nous nous réjouissons d'entendre confirmer le rôle de coordination que l'ONU a assigné à l'UNESCO pour la Décennie des Nations Unies en vue du développement durable. Pour nous, cette Décennie doit être abordée dans la perspective d'un développement "humain" durable. Nous croyons que cette initiative ne devrait pas relever de la seule responsabilité du secteur de l'éducation, mais servir de programme-cadre à l'ensemble des secteurs. Ce grand chantier représente une excellente occasion de développer l'approche intersectorielle préconisée par le Directeur général, qui reconnaît que l'interdisciplinarité est l'un des avantages comparatifs de l'UNESCO. Comme lui, nous croyons qu'elle doit s'appliquer de façon plus systématique tout autant au stade de la conception des programmes qu'à celui de leur exécution.

15.4 En ce qui concerne le projet de 33 C/5, le Canada est satisfait de voir que les propositions préliminaires du Directeur général prennent en considération les points de vue exprimés par les États membres et il se réjouit également de constater que les objectifs stratégiques définis dans la Stratégie à moyen terme sont toujours d'actualité.

15.5 Tout en reconnaissant les efforts accomplis à ce jour en vue d'une concentration accrue des programmes, nous encourageons le Directeur général à les poursuivre en hiérarchisant davantage les priorités au sein de chaque programme. Les ressources de l'Organisation doivent se concentrer sur les programmes prioritaires. Nous invitons le Directeur général à identifier les activités les plus efficaces et à faire des propositions en vue de mettre fin à celles qui ont peu d'influence sur la réalisation des grands objectifs de l'Organisation.

15.6 Les changements qu'il est proposé d'apporter à la formulation des priorités principales des grands programmes I, II, et V nous conviennent puisqu'ils ont pour objet de renforcer l'impact de l'Organisation. Toutefois, le Canada souhaiterait que la priorité principale du grand programme IV - Culture - demeure celle qui a été approuvée dans le 32 C/5, à savoir : "la promotion de la diversité culturelle et du dialogue interculturel", de manière à tenir compte des priorités et objectifs stratégiques énoncés dans la Stratégie à moyen terme pour 2002-2007. La protection et la promotion de la diversité culturelle sous tous ses aspects - y compris les industries culturelles et l'expression artistique - doivent, selon nous, demeurer le fil conducteur du grand programme IV.

15.7 Par ailleurs, le Canada accorde beaucoup d'importance à l'éducation artistique. Puisqu'il apparaît maintenant évident que la Conférence internationale n'aura lieu qu'en 2006, nous tenons pour acquis que cette réunion, qui devait avoir lieu en 2005, sera intégrée au projet de 33 C/5.

15.8 En ce qui concerne le grand programme I - Éducation de base pour tous -, nous saluons les ajustements proposés suite à l'examen stratégique, ainsi que l'accent qui sera mis sur l'alphabétisation, l'éducation pour la prévention du VIH/sida et la formation des enseignants en

Afrique subsaharienne. Nous notons toutefois qu'il ne suffit pas de former de nouveaux enseignants : encore faudra-t-il trouver les moyens de les inciter à exercer leur profession dans leur pays d'origine.

15.9 S'agissant du grand programme II - Sciences exactes et naturelles -, nous appuyons pleinement les propositions relatives à la gestion de l'eau. Nous estimons que l'UNESCO a en main tous les atouts pour continuer de jouer un rôle de premier plan au sein du système des Nations Unies et qu'elle devrait poursuivre le travail exemplaire déjà accompli en matière de sensibilisation.

15.10 Nous apprécions l'accent mis sur la bioéthique comme priorité principale du grand programme III - Sciences sociales et humaines. L'UNESCO compte déjà à son actif trois instruments dans le domaine de la bioéthique et elle a fait des progrès louables dans l'élaboration de normes internationales en la matière. Rappelons toutefois qu'il nous faut redoubler d'effort pour sensibiliser l'opinion et promouvoir les instruments existants.

15.11 Dans le cadre du grand programme V - Communication et information -, la liberté d'expression mérite, selon nous, toute l'attention que le Directeur général souhaite lui donner. En effet, sans la liberté d'expression et la diversité des contenus, la valeur de l'information accessible est limitée.

(The speaker continued in English)

15.12 Mr Chairman, Canada welcomes the continued commitment of the Director-General to a results-based programming, management, reporting and evaluation approach (RBM). We understand it takes time and effort to fully integrate this new approach which requires a shift in people's minds from emphasis on *what* they are doing to *why* they are doing it. We appreciate, therefore, the work accomplished thus far and salute the Director-General's determination to achieve further improvements.

15.13 In this regard, we are strongly supportive of the proposal made to allocate corporate training funds to intensify RBM staff training. The Canadian Commission for UNESCO will continue to provide expertise to the Secretariat in this field as effective programme monitoring is essential for sound decision-making.

15.14 Mr Chairman, the challenges and choices in front of us are difficult. Nonetheless, we must continue our efforts to achieve a solution that will respond to our priorities, because we are worth it; because UNESCO is worth it.

16.1 Mr RACHMAN (Indonesia) *in extenso*:

Bismillāh ir-rahmān ir-rahīm (In the name of God, the Merciful, the Compassionate). Mr Director-General, Mr Chairman of the Executive Board, Mr President of the General Conference, distinguished representatives, ladies and gentlemen, first of all, I would like to congratulate the Director-General for his comprehensive report on the implementation of the programmes and activities of the previous biennium and that of the first half of 2004. UNESCO has done so much through its various programmes for so many years to secure world peace, but our world, as we know, is so complex that it requires stronger collaboration and working together at all levels to attain this peace.

16.2 We have witnessed in recent years the occurrence of acute problems as a result of ignorance, intolerance and the economically marginalized. I quote James Wolfensohn, from the recent World Bank meeting, saying that "a lack of economic opportunity and the resulting competition for resources lies at the root of most conflicts over the last 30 years, more than ethnic,

political and ideological issues”. Therefore, the programmes of UNESCO to fight illiteracy, ignorance and poverty, and to promote the dialogue among civilizations, including respect for cultural diversity, are fully appropriate in order to respond to the problems of today.

16.3 Despite all UNESCO’s efforts to secure world peace, inhumane events continue to take place, such as the recent bombing in Indonesia, which disturbed almost all efforts aimed at achieving national cohesiveness, especially in the phase of the first direct presidential election. But, thank God, Indonesia has successfully conducted the first direct presidential election with good spirit and peace.

16.4 The Indonesian philosophy, which strongly adheres to the concept of unity in diversity: belief in God, humanity, nationalism, democracy and social justice, is taught to the Indonesian people. But then, we have seen ourselves that it is not enough as a philosophy – education is needed. In view of all this insecurity and potential conflict which may occur anywhere in the world, and in connection with the power of education in changing people’s mind, attitude and behaviour, learning and teaching to forge a strong moral character and personality become essential. I would like to quote two questions raised by the Director of the International Bureau of Education (IBE) at the recent International Conference on Education in Geneva, first: “How can young people be educated in order to achieve peace, prosperity and solidarity among all and for all in the twenty-first century?”; and second: “What is the secret of educating young people and teenagers in this dawning twenty-first century, so that they wish to and are able to participate under equal conditions in sustainable development, peace and the search for equity?”. If we can find answers to just these questions and translate them into action I think things will become better. In developing our programmes we should always bear in mind UNESCO’s three missions: intellectual cooperation, development cooperation and ethical action; the latter has not been as fully or as properly implemented as we had hoped.

16.5 We strongly believe that through its ethical mission, UNESCO can play an instrumental role in solving the problems that afflict today’s world by pursuing solutions through the powerful, reinvigorated spirit of the UNESCO Constitution and especially through education for all (EFA). We understand that over 100 million children never get the chance to go to school. So it is affirmative that EFA as declared in Dakar should be the major challenge for each Member State to meet through concrete actions. In this context, the Government of Indonesia fully endorses the launching of UNESCO’s New Literacy Initiative for the Excluded (LIFE), which covers 33 countries that are home to more than 85% of the world’s illiterate people. I appeal to Member States and the international community to fully support this programme. This is an extremely important initiative and it will constitute a crucial determining factor for the success of UNESCO.

16.6 Further in relation to education, as a strategy, special attention should also be given to the quality of tertiary education; in this respect the developed countries should provide more opportunity for advanced training which enables developing countries to improve their education in the long run. Indonesia is home to more than 500 ethnic groups and languages; in this regard, it is of vital importance to advance the dialogue among civilizations at all levels, since many conflicts that occur in today’s world are caused by ignorance and intolerance of other cultures and religions. The recent discussion on the draft convention for the protection of the diversity of cultural contents and artistic expressions is a positive step towards the preservation of all cultures of the world. The involvement of young people in the endeavour to construct peace in the minds of men is not only a necessity but a must. The participation of young people in dialogue and activities for peace, through the Associated Schools Project Network should be encouraged. Dialogues and activities during international events such as the International Day for Tolerance (16 November), the International Day of Peace (3rd Tuesday in September), Human Rights Day (10 December) and others are essential.

16.7 Mr Chairman, ladies and gentlemen, today one billion people have no access to clean water. To resolve this issue, it is necessary for UNESCO to continue even more strongly in its efforts through the International Hydrological Programme (IHP) as the lead agency in the United Nations system. Before I conclude, I would like also to point out the crucial importance of communication in fostering collaboration among nations. In this case, the media should continue to play an important role, and there should be more training in ethical and professional development for journalists. The synergy of UNESCO bodies – Headquarters, regional bureaux, field offices, including, especially, the role of the National Commissions – should be developed. Regarding the choice of a budget option, Indonesia would like to see the need to develop UNESCO borne in mind. But we must also consider the ability and capacity of Member States to pay for the option. God has created us different so that we may learn to understand each other and work together peacefully. As its only mission is to achieve peace in this world, UNESCO should be a catalyst for peace by fostering brotherhood for cooperation among nations. Thank you very much for your attention.

The meeting rose at 6.05 p.m.

THIRD MEETING

Tuesday 5 October 2004 at 10.10 a.m.

- Item 3.1 REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item 3.2 REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item 4.1 PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I (A) and Addenda and Corr., I (B), I (C), II and III; 170 EX/INF.3; 170 EX/INF.4) (*continued*)

١٠١ السيد سلامة (مصر) (نائب الرئيس عن المجموعة العربية) *النص الكامل*:

بسم الله الرحمن الرحيم، السيد رئيس المجلس، السيد رئيس المؤتمر العام، السيد المدير العام، السيدات والسادة أعضاء المجلس، اسمحوا لي أن أتحدث إليكم باسم المجموعة العربية التي تود أن تتوجه بخالص الشكر إلى السيد المدير العام على ما ذكره في تقريره عن جهوده التي قام بها وما زال لتطوير دور اليونسكو في إعادة بناء المؤسسات التعليمية والثقافية في الأراضي العربية المحتلة، وكذلك الخطوات التي اتخذها لتفعيل خطته للحفاظ على تراث مدينة القدس المحتلة. ومع ذلك فإن المجموعة العربية تود أن تعبر عن قلقها وأسفها إزاء ما يجري على أرض الواقع، فالجهود الحثيثة والمخلصة التي يبذلها المدير العام من أجل المصالحة وإحلال السلام في الشرق الأوسط ما زالت تقابلها سلطات الاحتلال الإسرائيلية بمزيد من اللامبالاة، وما زالت أبواب المدارس مغلقة وبعضها محتل، وأصبح الوصول إلى الجامعات أمراً مستحيلاً، كما يجري تدمير المواقع الأثرية والتراثية في فلسطين وانتهاك حرمة الأماكن المقدسة، وعلى رأسها القدس الشريف، مما يهدد تراثها وتوازنها البشري والعمراني والطبيعي، كما تهدد السياسة الاستيطانية لقوات الاحتلال التوازن البشري والعمراني والطبيعي في فلسطين، والنسيج الاجتماعي والثقافي للجولان السوري المحتل.

١٠٢ واسمحوا لي أن أتقدم باسم المجموعة العربية بخالص الشكر لكل من ساهم في استصدار القرار ٣٢/م٣٩ المتعلق بمدينة القدس المحتلة والقرار ٣٢/م٥٤ الخاص بالمؤسسات التعليمية والثقافية في الأراضي العربية المحتلة في فلسطين والجولان السوري المحتل، ونخص بالشكر السيد المدير العام وقطاع الثقافة في اليونسكو وممثلي المجموعات الإقليمية من أفريقيا وآسيا وأمريكا اللاتينية وأوروبا، منوهين بالدعم الذي قدمته السيدة ممثلة الولايات المتحدة الأمريكية للوصول إلى القرار المرضي لجميع الأطراف. ومع ذلك فإن المجموعة العربية تأسف لأن الوثائق ١٧٠/ت ١٠ معدلة ومعدلة ٢ و ١٧٠/ت ٣٣ معدلة لا تعكس الواقع المأساوي بموضوعية، كما أن المصطلحات المستخدمة تتنافى مع تلك المعمول بها في الأمم المتحدة ومنظمة اليونسكو وقرارات الشرعية الدولية، مما لا يضع الأمور في نصابها الصحيح. سيدي الرئيس، السيدات والسادة أعضاء المجلس، إن المجموعة العربية تهيب باليونسكو، ممثلة في المدير العام والأمانة، توخي الحرص الشديد في التعامل مع مثل هذه الموضوعات نظراً لحساسيتها الشديدة ونظراً لما يمكن أن يترتب عليها من تهديد للحقوق المشروعة للشعوب العربية في الأراضي المحتلة. كما نناشد السيد المدير

العام أن يتخذ الإجراءات الضرورية من أجل التحقق مما يتردد بشأن متانة الجامع الرواني في القدس الشريف تحاشيا للبلبلة وحتى نتجنب أية مشكلات محتملة في المستقبل، وهو أمر نحن على ثقة كاملة بأن اليونسكو، كمنظمة راعية للثقافة والتربية والعلوم وحماية حقوق الإنسان، أحرص ما يكون على منعه. ومن هذا المنطلق فإننا نهيب بالمجلس التنفيذي متابعة اضطلاع أمانة المنظمة بهذه المسؤولية الجسيمة وضمان أدائها الفعال على النحو الذي يكفل حق الشعوب في الاستمتاع بحقوقها التي أقرتها المواثيق والأعراف الدولية كالإعلان العالمي لحقوق الإنسان، وعلى رأسها الحق في التعليم، فضلا عن صون التراث البشري وحمايته في أوقات السلم أو الحرب على حد سواء، وذلك في إطار من الموضوعية والعدالة، تمكيننا للشرعية الدولية من مواجهة سياسات فرض الأمر الواقع بالقوة وتأميننا لحقوق الإنسان من أخطار التطرف والعنف.

١.٣ السيد رئيس المجلس، السيد رئيس المؤتمر العام، السيد المدير العام، السيدات والسادة أعضاء المجلس، إنه ليسعدني ويشرفني أن أحضر مجلسكم الموقر لأول مرة، ممثلا لبلدي لدى اليونسكو ذات المكانة المرموقة والسمعة المشرفة. واسمحوا لي أن أعبر عن خالص تقدير مصر حكومة وشعبا لليونسكو وللمساعي الحميدة والجهود الدؤوبة التي يبذلها مديرها العام، السيد كويشيرو ماتسورا، من أجل النهوض بالمنظمة وتطوير أساليب العمل فيها، فشكرا له ولمساعديه ولأعضاء الأمانة، مع دعواتنا الصادقة بأن تكلل مساعيهم بالتوفيق والنجاح.

١.٤ السيد رئيس المجلس، السيدات والسادة أعضاء المجلس، لقد أتيت إليكم من أرض النيل العظيم التي شهدت بزوغ فجر الحضارة الإنسانية، وأسهمت على امتداد سنوات تاريخها السحيق في حمل مشاعل المعرفة والثقافة جيلا وراء جيل، فكانت نبراسا اهتدت به البشرية جمعاء. وامتدادا لهذا الدور التنويري الرائد، واستكمالاً لمسيرة التطور والنماء التي نشهدها خلال السنوات الأخيرة، اتجهت جهود الإصلاح والبناء في مصر لتشمل جميع مناحي الحياة السياسية والاقتصادية والاجتماعية والثقافية، بهدف رفع مستوى معيشة الإنسان المصري، على نحو يكفل له المشاركة الفعالة في رسم السياسات العامة، آخذين بعين الاعتبار خبرة المنظمات الدولية في هذه المجالات وعلى رأسها اليونسكو. وفي هذا الإطار وانطلاقاً من رؤية واضحة تستشرف آفاق المستقبل حرصت الحكومة المصرية – وبتوجيه حكيم من الرئيس مبارك راعي نهضتنا الوطنية – على وضع استراتيجية شاملة لتطوير منظومة التعليم مع ربطه بالبحث العلمي في مصر، إيماناً منا بأن التعليم الجيد هو السبيل الوحيد لبناء الإنسان المصري القادر على مجابهة التحديات التي تفرضها عملية التنمية الشاملة. وإدراكاً منا للأهمية الحيوية لهذه الأهداف، فقد ارتكزت استراتيجية التعليم في مصر على عدة محاور أبرزها ما يلي: (١) مواكبة المعايير الدولية في التعليم على نحو يتيح قدراً متزايداً من الاندماج مع العالم الخارجي ويعزز الانفتاح على الحضارات والثقافات والمجتمعات الأخرى؛ (٢) إرساء دعائم مجتمع الثقافة والمعرفة القائم على بنية أساسية معلوماتية؛ (٣) تحقيق التميز والجودة والقدرة على المنافسة من خلال منظومة التعليم؛ (٤) تشجيع الابتكار والإبداع في مجال البحث العلمي.

١.٥ وفي إطار العمل لتحقيق أهداف هذه الاستراتيجية الطموحة، تبنت مصر آليات لتنفيذ ذلك من أهمها ما يلي: (١) تطوير البنية الأساسية ورفع القدرة الاستيعابية لمنظومة التعليم في مصر، وإتاحة التعليم للجميع، وتوفير فرص متكافئة بين الذكور والإناث تتفق مع المعدلات الدولية، وتوجيه الدعم لبرامج تعليم

الفتيات ولا سيما في المناطق الريفية والمحرومة، وإتاحة المجال لتعليم وتدريب ذوي الاحتياجات الخاصة من خلال دمجهم في العملية التعليمية بمراحلها المختلفة؛ (٢) إدخال الأساليب الحديثة وتكنولوجيا المعلومات والاتصال لرفع الكفاءة التعليمية والبحثية، وتعزيز القدرة التنافسية للشباب، وتعظيم فرص نجاحه في تحقيق طموحاته الشخصية؛ (٣) تطوير الأساليب الإدارية واستكمال منظومة الإدارة الإلكترونية ودعم التوجه نحو اللامركزية في الإدارة التعليمية؛ (٤) تحقيق المرونة والتنوع في المناهج والبرامج التعليمية في المرحلة الجامعية، مع تطوير نظم الامتحانات، وتحديث أساليب تقييم أداء وقدرات الطالب وإعادة بنائها من منظور جديد يتفق مع المعايير الدولية للتعليم والتدريب، والاهتمام بتطوير التعليم التقني وتنمية المهارات الحرفية كإحدى ركائز النهضة التكنولوجية؛ (٥) تعزيز قدرات أعضاء هيئات التدريس في كافة مراحل التعليم، وتنمية مهاراتهم من خلال التدريب والاحتكاك الإقليمي والدولي بما يحقق جودة الأداء وكفاءته، وذلك من خلال دعم وتطوير نظام البعثات الخارجية، وأنظمة التواصل الإلكتروني؛ (٦) توجيه المزيد من الاهتمام إلى برامج محو الأمية لخفض نسبة الأمية بين البالغين ولا سيما الإناث، اقتناعاً منا بأن الأمية باتت تمثل الآفة التي تهدد بالقضاء على ثمار جهودنا الوطنية في مجالات التنمية المختلفة؛ (٧) دعم ثقافة البحث العلمي وتوفير مستلزماته للطلاب في جميع المراحل التعليمية وتشجيع الإبداع والابتكار مع تطوير نظم الدراسات العليا، وربط الجامعة بالمجتمع من خلال إشراك مؤسسات المجتمع الإنتاجية والخدمية مع مراكز البحوث والجامعات في تمويل مشروعات بحثية تسهم في تقديم الحلول للمشكلات العملية التي تواجهها هذه المؤسسات؛ (٨) إنشاء صندوق لتمويل تطوير التعليم والعمل على دعمه بكافة مصادر التمويل المحلية والخارجية من خلال التعاون مع المنظمات الدولية والدول الصديقة؛ (٩) إنشاء هيئة مستقلة محايدة لضمان الجودة تضطلع بعملية التقييم المستمر للأداء التعليمي ومتابعة الأداء الإداري والعلمي والتربوي للمؤسسات التعليمية وتسعى لاكتساب ثقة المجتمع الدولي في مخرجات المؤسسات التعليمية في مصر.

١,٦ ومن هنا تبدو آفاق التعاون بين مصر ومنظمة اليونسكو رحبة واسعة لتمتد إلى جميع المجالات السابق ذكرها، وهو ما يوضح حيوية وأهمية دعم اليونسكو لجهود التنمية والنهضة التعليمية والمعرفية في مصر، ولعل أبرز مثال على ذلك هو التعاون القائم بين مصر والمنظمة في برامج المنح الدراسية وجهودها في مجال مكافحة التمييز ضد الإناث في كافة مراحل التعليم، وكذا مبادرة التعليم للجميع، ومبادرة التعليم في الدول التسع ذات الأعداد الضخمة من السكان. كما نأمل في دعم الدول الصديقة الأعضاء في المنظمة لهذه البرامج. ولا يفوتني في هذا الصدد أن أتوجه بالشكر إلى الحكومة اليابانية على تعاونها ودعمها السخي لمصر في هذا المجال.

١,٧ السيد الرئيس، السيدات والسادة أعضاء المجلس، على ضوء ما تقدم، اسمحوا لي أن أحصر مداخلة اليوم في عرض الخطوط العامة لرؤية بلدي لدور اليونسكو في دعم ركائز المستقبل في مجالات العمل التي تضطلع بها. فإن الأوضاع في الأراضي الفلسطينية والقدس المحتلة تفرض علينا العمل سوية لنثبت للعالم قدرة هذه المنظمة على الوفاء بالتزاماتها في إطار الدور المطلوب منها ليس فقط في أوقات السلم وإنما في أوقات الاضطرابات والأزمات أيضاً. ولا يفوتنا أن نسجل هنا بكل التقدير الجهود التي يبذلها المدير العام لليونسكو في مجال دعم المؤسسات التعليمية والثقافية في الأراضي المحتلة والتي كان من ثمارها برنامج اليونسكو للمساعدة على الإصلاح والتنمية في الأراضي الفلسطينية المحتلة، للفترة ٢٠٠٤-٢٠٠٧. كما أود في هذا المقام أن أنوه بالدور الذي اضطلعت به اليونسكو في مجال صون التراث

الثقافي للعراق في إطار أنشطة الأمم المتحدة لإعادة بناء العراق. وفي مجال الثقافة، إننا نتطلع بعيون ملؤها الثقة وبقلوب يحدوها الأمل إلى نجاح الجهود المضنية التي تبذل حالياً في إطار أنشطة اليونسكو. أما في مجال العلوم فالأهداف والآمال المرجوة كثيرة، ولعل أهم ما يشغلنا في الوقت الحالي هو كيف تحافظ اليونسكو على التوازن بين تحقيق التقدم العلمي والالتزام الأخلاقي.

١،٨ السيد رئيس المجلس، السيدات والسادة أعضاء المجلس، هناك العديد من الأفكار التي يمكن مناقشتها لتعزيز عمل المنظمة وتدعيم مركزها على الساحة الدولية. إلا أن ما يعيننا بالدرجة الأولى هو أن يكون تنفيذ هذه الأفكار متناسبا مع متغيرات عالم اليوم، وأن يكون هدفنا في ذلك هو تأمين مستقبل الأجيال الحاضرة، واستشراف مستقبل أفضل للأجيال القادمة.

١،٩ واسمحوا لي في ختام كلمتي أن أعبر مجدداً عن اعتزاز مصر البالغ بكافة صور التعاون البناء مع اليونسكو، وعن دعمنا الأكيد لكافة الجهود التي تقوم بها المنظمة في إطار أداء رسالتها النبيلة وخدمة أهدافها السامية، وشكراً.

(1.1) Mr SALAMA (Egypt) (Vice-Chairman for the Arab States) *in extenso* (translation from the Arabic):

In the name of God, the Merciful, the Compassionate, Mr Chairman, Mr President of the General Conference, Director-General, ladies and gentlemen, Members of the Board, allow me to speak to you on behalf of the Arab States group, which would like to extend its warmest thanks to the Director-General for his report about his ongoing efforts to enhance UNESCO's role in reconstructing the educational and cultural institutions in the occupied Arab territories, and the steps taken to implement his plan for preserving the heritage of occupied Jerusalem. Nonetheless, the Arab States would like to express their concern and regret over what is happening on the ground, for the persistent and sincere efforts exerted by the Director-General for the sake of reconciliation and peacemaking in the Middle East continue to be met by the Israeli occupation authorities with ever greater indifference. School doors remain shut, and some of them are occupied; getting to the universities has become impossible; archaeological and heritage sites are being destroyed in Palestine; the sanctity of holy sites, the most important of which is Jerusalem, is being violated, which thus threatens its heritage and its human, urban and physical equilibrium. Similarly, the settlement policy of the occupation forces threatens the human, urban and physical equilibrium in Palestine, along with the social and cultural fabric of the occupied Syrian Golan.

(1.2) Allow me to present, on behalf of the Arab States, sincere thanks to all who helped to ensure the adoption of 32 C/Resolution 39 on occupied Jerusalem and 32 C/Resolution 54 on educational and cultural institutions in the occupied Arab territories in Palestine and the occupied Syrian Golan, and thank the Director-General, the Culture Sector at UNESCO, and the representatives of the regional groups from Africa, Asia, Latin America and Europe. We commend the support offered by the representative of the United States of America in arriving at the resolution which was agreeable to all sides. However, the Arab States regret that documents 170 EX/10 Rev. and Rev.2 and 170 EX/33 Rev. do not reflect the tragic reality with objectivity; furthermore, the terms used are at variance with those current in the United Nations, UNESCO and international resolutions, which does not help matters. Mr Chairman, ladies and gentlemen, Members of the Board, the Arab States urge UNESCO, as represented by the Director-General and the Secretariat, to handle these matters with extreme care in view of their great sensitivity and the consequent

possible threats to the legitimate rights of the Arab peoples in the occupied territories. We also appeal to the Director-General to take the necessary steps to investigate reports about the state of repair of the Marwani Mosque in Jerusalem so as to avoid confusion and any potential problems in the future, a matter which we are fully confident that UNESCO, as a cultural, educational, scientific and human rights organization, is very keen to prevent. We therefore call on the Executive Board to monitor the way in which the Secretariat shoulders this great responsibility, and ensure that the Organization may perform effectively in such a way that guarantees the right of peoples to exercise their rights as provided for in international instruments, such as the Universal Declaration of Human Rights, most notably the right to education, not to mention the preservation and protection of the human heritage in times both of war and peace, with objectivity and justice, thus enabling international legality to counter energetically policies aimed at imposing a *fait accompli*, and protecting human rights from the threats of extremism and violence.

(1.3) Mr Chairman, Mr President of the General Conference, Mr Director-General, ladies and gentlemen, Members of the Board, it is a pleasure and honour to attend your distinguished Board for the first time, representing my country at UNESCO, with its great prestige and distinguished reputation. Allow me to convey the sincere appreciation of the Egyptian Government and people for UNESCO and the praiseworthy and diligent efforts of the Director-General, Mr Koïchiro Matsuura, to advance the Organization and enhance its methods of work. Thanking him and his colleagues and the members of the Secretariat, we truly hope that their efforts may be crowned with success.

(1.4) Mr Chairman, ladies and gentlemen, Members of the Board, I have come to you from the land of the great Nile, which witnessed the dawn of human civilization and has throughout its venerable history carried the torches of knowledge and culture, generation after generation, as a lamp guiding all of humankind. Building on this pioneering role of enlightenment, and rounding out the course of development and growth pursued in recent years, the efforts of reform and construction in Egypt have concerned all aspects of political, economic, social and cultural life, with the aim of raising the standard of living of the Egyptian people so as to guarantee their effective participation in the shaping of public policies, taking into consideration the experience of international organizations, particularly UNESCO, in these fields. In this context, on the basis of a clear future-oriented vision, the Egyptian Government – under the wise guidance of President Mubarak, the steward of our national renaissance – has sought to frame a comprehensive strategy to develop the education system and link it to scientific research in Egypt, in the belief that a good education is the only way to empower Egyptians to meet the challenges inherent in comprehensive development. Recognizing the vital importance of these objectives, the educational strategy in Egypt has focused on a number of themes, in particular (1) keeping abreast of international standards in education with the aim of ensuring increasing integration with the outside world, and strengthening openness to other civilizations, cultures and societies; (2) consolidating the foundations of a society of culture and knowledge based on an information-technology infrastructure; (3) achieving excellence and quality and the ability to compete by means of the education system; and (4) encouraging innovation and creativity in scientific research.

(1.5) As part of its efforts to achieve these strategic targets, Egypt has adopted the relevant mechanisms, in particular (1) developing the infrastructure and enhancing the enrolment capacity of the Egyptian education system; offering education for all (EFA); ensuring gender equality in accordance with international averages; channelling support to girls' educational programmes, particularly in rural and deprived areas; making provision

for special needs education and training by ensuring the inclusion of pupils with special needs in the various stages of education; (2) introducing modern techniques, technology, information and communications in order to build educational and research capacity, strengthen the competitiveness of young people, and increase their chances of fulfilling their personal ambitions; (3) developing new administrative methods, enhancing electronic administration, and supporting the drive towards decentralization in educational administration; (4) achieving flexibility and diversity in educational programmes and curricula at the university level, while improving the examination systems; modernizing and redesigning methods of assessing students' performance and ability from a new perspective which is in keeping with international education and training standards; developing technical education and vocational skills as one of the pillars of technological advancement; (5) strengthening the abilities of teaching staff at all levels of education, and developing their skills through training and local and international contacts with a view to ensuring the quality and effectiveness of performance by supporting and developing foreign missions and electronic communication systems; (6) devoting greater attention to literacy programmes aimed at reducing illiteracy among adults and particularly women, as we are convinced that illiteracy is a plague which threatens to spoil the fruits of our national efforts in various development fields; (7) supporting a culture of scientific research and providing the necessary resources to students at all educational levels; encouraging innovation and creativity and developing systems of advanced studies; linking the university to society by involving production and service institutions with research centres and universities in financing research projects which help to provide solutions to the practical problems faced by these institutions; (8) establishing a fund for the development of education to be supported from all local and foreign sources of funding through cooperation with international organizations and friendly countries; (9) establishing a neutral, independent body to ensure quality and continuous assessment of educational performance and monitor the administrative, scientific and educational performance of educational institutions, as well as to gain the confidence of the international community in the products of educational institutions in Egypt.

(1.6) The scope of cooperation between Egypt and UNESCO is thus broad, encompassing all of the above-mentioned fields. This serves to underscore the vitality and importance of UNESCO's support for development efforts and the advancement of education and knowledge in Egypt. Perhaps the most noteworthy example is the existing cooperation between Egypt and the Organization regarding the Fellowships Programme and efforts to combat discrimination against women at all levels of education, as well as the EFA initiative and the E-9 initiative. We also hope to receive support from friendly Member States of the Organization for these programmes. Finally, in this connection, I should like to express my gratitude to the Japanese Government for its cooperation and generous support to Egypt in this field.

(1.7) Mr Chairman, ladies and gentlemen, Members of the Executive Board, in light of the above, allow me to limit my intervention today to presenting the main lines of my country's vision of UNESCO's future role in its fields of work. The situation in the occupied Palestinian territories and Jerusalem compel us to work together to demonstrate to the world the ability of this Organization to fulfil its commitments regarding the role it is called upon to play, not only in times of peace, but also during periods of unrest and crises. Here we are bound to note, with full appreciation, the efforts the Director-General of UNESCO is exerting to support educational and cultural institutions in the occupied territories, one of the fruits of which is the UNESCO Programme of Assistance for Rehabilitation and Development in the Occupied Palestinian Territory for 2004-2007. In

this connection, I would also like to commend the role UNESCO has played in the preservation of the Iraqi cultural heritage in the context of United Nations activities to rebuild Iraq. Turning to culture, with eyes full of confidence and hearts brimming with hope, we pray for the success of the strenuous efforts currently being exerted within the framework of UNESCO's activities. In the sciences, the aims and hopes are many; perhaps the major preoccupation at present is how UNESCO can strike the right balance between scientific progress and ethical commitment.

(1.8) Mr Chairman, ladies and gentlemen, Members of the Board, there are numerous ideas that we could discuss to improve the work of the Organization and to enhance its status in the international arena. However, our first priority is that the implementation of these ideas should be consistent with today's changing world, and that our objective in doing so should be to secure the future of the present generations, and seek a better future for generations to come.

(1.9) In closing, allow me once again to express Egypt's deep gratitude for all forms of constructive cooperation with UNESCO, and our unfailing support for all the Organization's efforts in carrying out its noble mission and pursuing its lofty objectives. Thank you.

2.1 Mr VARGAS (Brazil) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, dear colleagues, ladies and gentlemen, I take this opportunity to salute the new Board Members and our colleagues, and to thank the Chairman of the Board for the way he is conducting our work here. We thank the Director-General for his concise and clear presentation of items **3.1**, **3.2** and **4.1** of our agenda, which he has been kind enough to summarize before the beginning of this session in document 170 EX/INF.3. In fact, we are pleased that the Secretariat has been able to submit in good time all the documentation needed for our deliberations.

2.2 As to the forthcoming Programme and Budget proposed by the Director-General, Brazil has joined the position of our group in supporting the zero nominal growth option for UNESCO's future budget. However, since we have not even reached the middle of the biennium, and important programmes are still being implemented and evaluated, the Brazilian delegation wonders whether it would not be premature to take a final decision on the different budgetary options during the present Board session. For instance, the education for all (EFA) programme has just been the subject of a strategic review carried out to the total satisfaction of my country. Nevertheless, this all-important millennium proposal is still to be examined as to its effective implementation feasibility by the High-Level Group on EFA that is to meet in Brasilia next November. Furthermore, even the Director-General considers two of the scenarios presented for the budget as not totally realistic. It seems more prudent, therefore, to postpone the decision on the budget scenarios until the spring session of the Executive Board, when more data on the execution of the programmes will be available. In any event, Brazil will be ready to work towards a consensual recommendation of this body on this issue.

2.3 As regards the execution of the present programmes under items **3.1** and **3.2** of our agenda, we wish to manifest our satisfaction at how the Secretariat is implementing the pertinent decisions of the General Conference and the recommendations of this Board thereon. UNESCO's role in the EFA programme – and the measures adopted by the Director-General to mobilize the Education Sector both at Headquarters and in the field so as to fulfil UNESCO's obligations regarding the post-Dakar requirements – are extremely positive. We are equally pleased with the implementation of the reform process initiated by the present administration, particularly as concerns decentralization of its activities, which should therefore preferably be concentrated at the field level.

We extend our support to all actions taken to permeate all of UNESCO's actions with the indispensable ethical dimension.

2.4 We wish to commend the Director-General for the very successful efforts aimed at the increasing promotion of UNESCO's standard-setting role involving science, education and culture. In our view, UNESCO is playing a fundamental role in alleviating the plight of conflict-ridden regions in the Middle East, Africa and Afghanistan, for example. We shall come back to these and other questions raised by the Director-General's report in greater detail in the PX and FA Commissions.

2.5 Mr Chairman, following the recommendations of the Budapest World Conference on Science, Brazil proposes that a higher level scientific institution – the Institute of Pure and Applied Mathematics (IMPA) – be attached to UNESCO in category II. We therefore ask the Director-General to expedite the ongoing examination of the criteria for this institution's functioning, in order to permit the inclusion of our proposal in the agenda of the 171st session of the Board. The Brazilian delegation also wishes to congratulate UNESCO for its initiative to dedicate a colloquium on the History and Philosophy of Science, last May, to the memory of Carlos Chagas Filho, one of the most distinguished science leaders in Brazil, a former delegate to this House and a member of this Board.

2.6 Finally, we wish to extend our support to the initiative taken by Argentina to present the project aimed at "giving voice to the voiceless", and ask the Director-General to support the organization of the world conference on cultural and artistic education to be held in Portugal in 2006.

3.1 M. ROUSSON (France) *in extenso* :

Monsieur le Directeur général, cette session du Conseil exécutif se situe à mi-parcours de l'exercice biennal. Beaucoup reste à faire pour que les engagements pris soient tenus : certaines lignes se dessinent, certaines interrogations demeurent. Après avoir, comme il se doit, souscrit pleinement au contenu de l'intervention de l'Union européenne, je voudrais me féliciter de l'état d'avancement d'un dossier qui ne figure pas à notre ordre du jour : l'élaboration de la convention sur la protection de la diversité des contenus culturels et des expressions artistiques. Nous venons d'avoir une semaine de débats riches et intenses autour de l'avant-projet. Certains pensent que la bouteille est encore à moitié vide. Nous voudrions pour notre part la voir à moitié pleine. Beaucoup de discussions et de négociations restent à venir, mais un travail important a déjà été accompli et cela grâce au Secrétariat qui s'est pleinement engagé dans sa préparation. Grâce aussi aux experts que vous avez réunis, Monsieur le Directeur général, et dont la réflexion et les travaux ont abouti à un avant-projet sérieux, solide, qui nous a permis de procéder à une première approche dans les meilleures conditions. Que le Secteur de la culture et son Sous-Directeur général, ainsi que la Division des politiques culturelles et du dialogue interculturel soient chaleureusement félicités pour leur engagement et leur vigilance. Il me semblerait d'ailleurs souhaitable que le Secrétariat s'implique de la même manière, à travers le secteur responsable, dans la préparation de la convention internationale contre le dopage dans le sport. Tel ne paraît pas avoir été le cas jusqu'à présent.

3.2 Nous allons dans les jours qui viennent beaucoup parler d'éducation, et en particulier du programme "Éducation pour tous" (EPT). La France s'est fortement impliquée, comme vous le savez, dans la préparation du Sommet de Dakar, et dans la définition de son Cadre d'action. Elle a milité pour que soient confiés à l'UNESCO le suivi et la coordination du processus de l'EPT et a donné suite à cet engagement sous la forme d'un appui financier et technique accru aux politiques nationales pertinentes. Les objectifs de l'éducation pour tous figurent au premier rang des priorités de notre coopération dans le domaine éducatif qui est axée sur deux objectifs majeurs de la

Déclaration du Millénaire : scolarisation primaire universelle en 2015 et égalité d'accès pour les garçons et les filles dès 2005. Nous soutenons les conclusions du rapport du Directeur général sur le rôle de l'UNESCO dans le domaine de l'éducation pour tous qui réaffirment clairement le rôle central de l'EPT dans le travail de l'Organisation. Nous souhaitons que l'UNESCO affermis et rationalise ses moyens politiques et techniques afin d'assumer pleinement, sur le plan international, le mandat qu'elle s'est vu confier à Dakar.

3.3 Mais, le défi de l'EPT, on ne le dira jamais assez, se situe en premier lieu au niveau national. Les pays concernés doivent être capables de définir et de mettre en œuvre des stratégies sectorielles garantissant une utilisation efficace des ressources allouées à l'éducation, eu égard aux résultats attendus en termes d'accès, de qualité et d'équité - ou recevoir sinon une aide à cet effet. La France est convaincue que l'UNESCO doit jouer un rôle plus actif dans le renforcement des capacités nationales en matière d'analyse, d'élaboration et de pilotage des politiques éducatives. Nous lui avons d'ailleurs apporté un soutien accru il y a trois ans en établissant un pôle français d'expertise en éducation auprès du nouveau Bureau régional de Dakar, qui couvre l'ensemble des pays de l'Afrique subsaharienne.

3.4 Concernant l'avenir proche, je voudrais évoquer deux points particuliers. Tout d'abord, nous appuyons pleinement l'initiative en faveur de la formation des enseignants en Afrique subsaharienne qui sera conduite par la Division de l'enseignement supérieur et qui s'inscrit dans le droit fil des engagements pris par les États pour atteindre les six objectifs de Dakar et viser la réduction de la pauvreté. Par ailleurs, à propos de la Conférence mondiale sur l'éducation artistique que le Portugal a accepté d'organiser en 2006, je voudrais mettre l'accent sur deux conditions essentielles au succès de cette initiative. Premièrement, elle doit s'inscrire clairement dans le contexte d'une éducation de qualité et être organisée sur la base d'une collaboration étroite entre les Secteurs de l'éducation et de la culture. Deuxièmement, elle doit se donner des objectifs clairs en matière de recherche, de formation professionnelle et de politiques éducatives, et viser des résultats concrets en matière de renforcement de l'éducation artistique dans les programmes scolaires.

3.5 Après l'éducation, un autre thème prioritaire est le budget : la Présidence européenne a dit ce qu'il fallait dire. Je n'y reviens pas. J'ajouterai seulement que l'exercice de préparation du budget nécessitera, de notre part, des choix clairs. Il nécessitera aussi - exercice ô combien douloureux parfois - d'élaguer les branches mortes. Il y en a quelques-unes. Comment pourrait-il en être autrement dans une organisation qui s'apprête, comme vous l'avez rappelé hier, Monsieur le Directeur général, à fêter ses 60 ans ? À ce propos, même si cela peut sembler anecdotique, nous ne vous cachons pas notre regret de ne recevoir, au cours de cette session, aucune nouvelle du rapport que nous appelions de nos vœux lorsqu'au printemps dernier a été créé le prix UNESCO/Jikji Mémoire du monde grâce à la générosité de la République de Corée. Les prix se sont multipliés au fil du temps dans un certain désordre et avec une plus ou moins grande visibilité. Leur coût, en termes financier et humain, est très variable pour l'Organisation. Il est donc temps pour nous, comme je le disais lors de notre précédente session, d'avoir une vue synthétique et claire de la situation dans ce domaine.

3.6 Je ne peux évidemment évoquer, en si peu de temps, qu'une partie de ce qui va nous occuper au cours des deux semaines à venir. Je reviendrai cependant sur un sujet qui me tient à cœur : celui du patrimoine mondial, dont le Comité s'est réuni dans la belle ville de Suzhou. Votre rapport a mentionné les décisions prises en Chine, mais rien n'a été dit de la suite donnée, s'il y en a une, à la décision adoptée à la 169e session du Conseil quant au nécessaire renforcement du personnel permanent du Centre du patrimoine mondial. Peut-être du reste s'agit-il moins de renforcer ce personnel que de pourvoir un nombre non négligeable de postes demeurés vacants, pour lesquels les recrutements tardent de manière incompréhensible. L'absence de transparence à cet égard a été dénoncée à Suzhou comme l'ont été les dysfonctionnements manifestes qui résultent

de cette situation. Monsieur le Directeur général, l'effort de réforme que vous avez engagé avec succès depuis le début de votre mandat nous rend tout à la fois confiants et exigeants. Croyez bien que cette exigence est à la mesure du rayonnement que nous souhaitons pour notre Organisation.

٤,١ السيد غرايبة (الأردن) النص الكامل:

السيد رئيس المجلس التنفيذي، السيد رئيس المؤتمر العام، السيد المدير العام، الزملاء أعضاء المجلس، يطيب لي أن أستهل مداخلتني هذه بتهنئة رئيس المجلس على حسن إدارته للجلسات، الذي تمثل، من ضمن أمور أخرى، بالالتزام بالوقت، واستيعاب رغبات الزملاء في إجراء المداخلات. وأتقدم بالشكر إلى المدير العام على جهوده الناجحة في إدارة شؤون المنظمة، وعلى تقريره الذي تفضل بعرضه أمامنا في الجلسة الافتتاحية. فقد اتسم هذا التقرير بالوضوح والإيجاز، دون أن ينتقص ذلك من شمولية تغطيته للأمور التي تستدعي الاهتمام.

٤,٢ نؤيد ما ورد في كلمة نائب الرئيس عن المجموعة العربية، ممثل مصر الشقيقة.

٤,٣ سيدي الرئيس، تحكم الجغرافيا والديموغرافيا بلدي، الأردن. فهو يقع في وسط منطقة الشرق الأوسط، التي تشهد تطورات، على أكثر من صعيد، تتقاذفها في شتى الاتجاهات. وبالرغم من ذلك، تسعى دول هذه المنطقة إلى إدخال إصلاحات شاملة لتحديث بنائها السياسية والاجتماعية والاقتصادية والثقافية والتربوية، لكي تتجاوب مع روح العصر. وغني عن القول إن الإصلاح يلزمه الاستقرار، وإنني لعلني يقين أن دول المنطقة قادرة على تحقيق الاستقرار بتضافر جهود أبنائها. ويمكن لأطراف أخرى أن تساعد في ذلك بنزع فتيل الأزمات في بؤر التوتر بتبني حلول للمشكلات السياسية المزمنة، مع توخي العدالة وتلبية الطموحات.

٤,٤ لمنظمة اليونسكو دور تقوم به في مناطق ما بعد النزاعات، فدورها في حشد وتنسيق المساعدات الدولية من أجل حماية وحفظ التراث المادي وغير المادي في العراق، وفي مساعدة السلطات العراقية في إصلاح مؤسسات التراث، وبنائها، وتطوير تشريعاتها، يستحق الدعم والتقدير، وجهودها في إصلاح مؤسسات التعليم والتعليم العالي، وتفعيل التعليم والتدريب في المجال التقني والمهني، وتدريب معلمي المرحلة الثانوية، هي خير مثال على ما يمكن إنجازه.

٤,٥ سيدي الرئيس، لا يضير منظمة اليونسكو أن يقال عنها أنها مؤسسة فكرية. إن هذه الصفة فضيلة وليست سوءة. فهي تكاد تكون المنظمة الدولية الوحيدة المؤهلة للقيادة الأخلاقية في مجالات اختصاصاتها. وبناء عليه، أتمنى أن تستمر المنظمة في أداء وظائفها الأساسية كمختبر للأفكار، وهيئة لوضع المعايير والمواثيق، ومركز لتبادل المعلومات وتنمية القدرات، وعنصر فاعل في التعاون الدولي، مع الحفاظ في كل ذلك، وغيره، على البعد الأخلاقي.

٤,٦ سيدي الرئيس، فيما يتعلق بالبرنامج والميزانية لعامي ٢٠٠٦-٢٠٠٧، تدعم حكومة المملكة الأردنية الهاشمية الخيار الثاني، حرصاً منها على عدم إعاقة عملية الإصلاح داخل المنظمة، على أن يقترن ذلك بالاستمرار في ضغط النفقات وترشيدها، وخاصة الجارية منها.

٤,٧ وتؤكد حكومة بلدي على مركزية وأولوية التعليم للجميع في عمل اليونسكو، علما بأن الأردن قد قطع الشوط بأكمله في هذا المجال. ويعتقد أنه لا بد من إيلاء العناية الكافية لنوعية التعليم، وتطوير التعليم العالي. فعلى الدول التي انتشر التعليم فيها أن تحول تركيزها إلى جودة هذا التعليم ومواكبته لمتطلبات العصر، ويحتل التعليم العالي مكانة بارزة لعلاقته الوثيقة بالتنمية المستدامة.

٤,٨ وفي مجال العلوم الطبيعية، يؤيد الأردن التركيز على برنامج المياه والنظم الإيكولوجية المتصلة بها، والنهوض بالقدرات والخبرات في مجال البحث العلمي، خاصة في حقل إدارة المياه والتصحر، إذ إن منطقة الشرق الأوسط تعاني من شح المياه وتتنازع عليها. ويؤيد بلدي الأنشطة المتعلقة بأخلاقيات البيولوجيا ويدعو إلى استمرار التنسيق والتشاور مع كافة الجهات المعنية لبلورة قاعدة مشتركة، ولضمان الالتزام بالإعلان بعد اعتماده، خاصة وأن هذا الموضوع له أبعاد قيمية متباينة في المجتمعات المختلفة.

٤,٩ ولا بد من الإشادة بالتقدم المنجز في مجال إعداد اتفاقية حماية المضامين الثقافية وأشكال التعبير الفني، ونؤكد على أهمية مساعدة الدول النامية في رسم سياستها الثقافية المتعلقة بحماية أشكال التعبير الفني. ولا بد في هذا المجال من تطوير آلية واضحة ومحددة للتمويل.

٤,١٠ وأخيرا، نعتقد بضرورة توثيق التعاون بين اللجان الوطنية والمكاتب الميدانية، وإشراك اللجان الوطنية بصورة أكثر فاعلية في مختلف مراحل إعداد مشروع البرنامج والميزانية. فاللامركزية ليست في الجغرافيا بل في الصلاحيات والمسؤوليات. شاكرا للجميع حسن الإصغاء.

(4.1) Mr GHARAIBEH (Jordan) *in extenso* (translation from the Arabic):

Mr Chairman, Mr President of the General Conference, Mr Director-General, fellow Members of the Executive Board, I am pleased to begin my statement by congratulating the Chairman of the Board on the excellent stewardship of the meetings, including enforcing the time limits and taking into account speakers' wishes in delivering their statements. I thank the Director-General for his successful efforts in managing the Organization, and for his report, which he kindly presented to us at the opening meeting; the clarity and concision of that report did not detract from its comprehensive coverage of matters requiring attention.

(4.2) We support the remarks of the Vice-Chairman for the Arab States, the representative of Egypt.

(4.3) Mr Chairman, my country, Jordan, is governed by geographical and demographic constraints. It is located in the centre of the Middle East, a region which is being buffeted by various developments at more than one level. Despite this, the countries of this region are striving to introduce comprehensive reforms to modernize their political, social, economic, cultural and educational structures in response to the spirit of the age. Needless to say, reform requires stability, and I am certain that the countries of the region are capable of achieving stability through the concerted efforts of their citizens. Other parties may assist in that endeavour by defusing crises in hotspots by seeking solutions to the chronic political problems, while striving for justice and helping to meet aspirations.

(4.4) UNESCO has a role to play in post-conflict zones. The Organization's role in mobilizing and coordinating international aid to protect and preserve the tangible and intangible heritage in Iraq, and to assist the Iraqi authorities in reforming and building heritage institutions and developing the relevant legislations deserves support and

appreciation. Its efforts to reform institutions of education and higher education and to bolster technical and vocational education and training, and training teachers at the secondary level constitute an excellent example of what can be achieved.

(4.5) Mr Chairman, it is no offence to UNESCO to speak of it as an intellectual institution. This attribute is a virtue, not a fault. UNESCO is practically the only international organization which is qualified to exercise moral leadership in its fields of competence. That said, I hope the Organization continues to perform its basic functions as a laboratory of ideas, a body for establishing norms and charters, a centre for exchanging information and developing capabilities, an active element in international cooperation, all of these and other functions, while upholding the moral dimension.

(4.6) Mr Chairman, as for the Draft Programme and Budget for 2006-2007 (33 C/5), the Government of Jordan supports option 2 since it does not wish to obstruct the reform process within the Organization, which should continue to go hand in hand with reducing and rationalizing expenditure, especially current expenditure.

(4.7) The government of my country reaffirms the centrality and priority of education for all (EFA) in UNESCO's work, and recalls that Jordan has made great strides in this area. It believes that sufficient attention must be given to the quality of education and the development of higher education. Countries where education is widespread must shift their focus to the quality and modernity of education; higher education occupies a prominent place owing to its close links to sustainable development.

(4.8) In the field of the natural sciences, Jordan supports the focus on water and associated ecosystems and capacity-building in scientific research, particularly in the field of water management and desertification, since the Middle East suffers from water scarcity and water-related disputes. My country also endorses the activities pertaining to bioethics and calls for continued coordination and consultations with all parties concerned with a view to devising a common framework, and guaranteeing observance of the declaration after its adoption, particularly since values vary in the different societies with regard to this issue.

(4.9) The progress achieved in the preparation of the convention on the protection of the diversity of cultural contents and artistic expressions is to be commended, and we stress the importance of helping developing countries to define their cultural policy regarding the protection of forms of artistic expression. A clear and well-defined funding mechanism needs to be developed in this field.

(4.10) Finally, we believe there is a need to enhance cooperation between National Commissions and field offices, and to involve the National Commissions more actively in various phases in the preparation of the Draft Programme and Budget. Decentralization is not so much about geography as about competencies and responsibilities. Thank you for your attention.

5.1 Mr SHEYA (United Republic of Tanzania) (Vice-Chairman for the Africa group) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, distinguished colleagues, I would first of all like to speak on behalf of the Africa group, and I was given a minute from each of the African Member States' representatives. Therefore, I will utilize that privilege very efficiently. Thereafter I will give my own presentation reflecting the position of my country. I would like to thank the Director-General on behalf of the Africa group and in my own capacity for

his address, in which he gave an overview of UNESCO's accomplishment since the last session of the Executive Board, and some indication of areas of work for the coming biennium. Mr Chairman, the Africa group welcomes the Director-General's address. In particular, the group would like to assure you and the Director-General of its commitment to the lofty goal of UNESCO as prescribed in its Constitution, that is to "contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations". Mr Chairman, as I said, this presentation is on behalf of the Africa group so I will not go into details, a task which I will leave my colleagues to do separately and, indeed, when I present the views of my delegation at a later stage. Instead, I will highlight the Africa group's position on pertinent questions warranting the attention of the Director-General and this Executive Board.

5.2 Mr Chairman, with respect to the follow-up to Dakar and the overall implementation of the education for all (EFA) programme, the Africa group takes note of the Director-General's report on the strategic review of UNESCO's post-Dakar role in EFA as well as the report by the Joint Inspection Unit (JIU) on achieving the universal primary education goal of the Millennium Declaration. The group notes with concern the likely possibility of African countries not achieving the Millennium Development Goals (MDGs) and the Dakar goals due to a number of challenges and obstacles facing the continent. These include inadequate resource flows and the capacity to implement MDGs and EFA goals, an insurmountable debt burden, the challenges of the HIV/AIDS pandemic and other diseases, the high incidence of poverty and illiteracy, and challenges arising from competing social demands in the face of meagre resources. In this regard, our group appeals to the EFA partners to meet the solemn pledge given by them in 2000 in Dakar that "no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources", particularly now that all African countries have credible EFA plans in place. We also appeal to UNESCO to intensify its efforts and thereby play the role mandated to it of "coordinating EFA partners and maintaining their collective momentum" by insisting to EFA partners that they channel resources where they are most needed.

5.3 With respect to the preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5) and with regard to UNESCO's priority groups – Africa, least developed countries, women and youth – a better mechanism should be worked out for measuring in quantitative and qualitative terms the resources allocated to and utilized by these groups. This information is presently obscure. Also, when intervening in Africa in countries in conflict and post-conflict situations, budget lines should be included with adequate allocation of resources. Furthermore, the group wonders how cross-cutting theme projects pertaining to the eradication of poverty are evaluated on the ground. It is therefore suggested that prior to proposing these or other projects within the framework of the Medium-Term Strategy for 2002-2007 (31 C/4), the Director-General should first undertake an impact assessment of the achievements made in the last two biennia. Finally, UNESCO should strengthen its human resources capacity in the field in order to regain its authority as a true leader within its fields of competence.

5.4 With respect to Major Programme I, the Africa group welcomes the proposal by the Director-General to include in the principal priority "basic education for all, with special emphasis on literacy, HIV/AIDS prevention education and teacher training in sub-Saharan Africa". While thanking the Director-General for this, the Africa group would like to invite him to consider setting up a flagship project on teacher training in sub-Saharan Africa, and to allocate adequate resources to it. The training of teachers, quantitatively and qualitatively, is crucial to the attainment of the Dakar goals. The Education Sector is facing considerable challenges due to a lack of incentives, poor

working conditions and the HIV/AIDS epidemic. Furthermore, the Africa group supports the intensification of measures against illiteracy in the world. UNESCO should therefore strengthen its literacy programmes in Africa. The group also supports the other priority areas suggested in document 170 EX/12, namely secondary education, promoting quality education, and higher education.

5.5 With respect to Major Programme II – natural sciences – the Africa group welcomes the principal priority “water and the associated ecosystems, with special emphasis on water management”. The group also supports the other priorities, namely oceans; basic and engineering sciences, science policies and a culture of maintenance; and promoting the application of science and appropriate technologies for sustainable development and natural resource use and management. The group, however, is concerned about the marginal role of science and technology in Africa, and invites the Director-General to undertake an in-depth study on the state of science and science and technology policy in sub-Saharan African countries with a view to instituting remedial measures.

5.6 With respect to Major Programme III – social and human sciences – the Africa group welcomes the principal priority “ethics of science and technology, with emphasis on bioethics”. The group also supports the other priorities, namely promotion of human rights and the fight against discrimination; foresight, philosophy, human sciences and human security; and the management of social transformations. In implementing projects in the above priority areas, the Africa group would like to see more emphasis on problems of youth and women, challenges of rapid change due to globalization and urbanization, poverty, economic migration, erosion of values, prejudices, intolerance and conflicts.

5.7 With respect to Major Programme IV – culture – the Africa group supports the principal priority “promoting cultural diversity, with special emphasis on tangible and intangible cultural heritage”. The group also supports the other priorities, namely cultural policies and intercultural dialogue, and cultural industries and artistic expression. In this context, the Africa group is happy to announce that the 29th session of the World Heritage Committee (WHC) will be held in Durban, South Africa, in June 2005. This will be the first time WHC has held a meeting in Africa south of the Sahara. During this meeting, Africa will showcase the link between cultural heritage and sustainable development.

5.8 With respect to Major Programme V – communication and information – the Africa group welcomes the principal priority “empowering people through access to information and knowledge, with a special emphasis on freedom of expression”. The group also welcomes the other priority, namely promoting communication development, with special regard to independent and pluralistic media. While the group supports the Director-General’s efforts to promote equitable access to information, it feels that access alone without reliable and affordable communication infrastructure is meaningless, and will only be paying lip service. The Director-General is therefore invited to look for innovative methods in draft document 33 C/5 for resolving this contradiction, particularly as it affects and marginalizes the African Member States most. Furthermore, UNESCO should support African Member States’ efforts to elaborate their national ICT policies and plans.

5.9 Mr Chairman, with respect to the framework for NEPAD-UNESCO cooperation, the Africa group commends the Director-General’s efforts to strengthen and maintain that cooperation. The group, however, would like to see a concerted effort being made towards attaining tangible outputs through the deliberate formulation and implementation of projects addressing priority areas of concern within the NEPAD framework. In project formulation, the Director-General should ensure wider consultation among Member States and adequate allocation of resources, both regular

and extrabudgetary. Particular attention should be paid to culture and science and technology for sustainable development.

5.10 With respect to the budgetary framework, the Africa group would like to see a more empowered UNESCO, a UNESCO with adequate resources to carry out its programmes more efficiently and effectively based on credible work plans, clearly set objectives and measurable outputs with credible performance indicators. The group would also like to see a UNESCO that is more transparent and accountable, with a better-balanced expenditure between administrative and staff costs and programme costs. In this regard, resources allocated to programmes should preponderate over administrative and staff costs. Having taken various factors into consideration, the group supports the zero real growth budgeting principle with a budget ceiling of \$647.8 million as in option 2. The above notwithstanding, a central question still remains: how does the Director-General intend to absorb the \$20.7 million required to pay for the Belmont loan and the financing of security measures? The Director-General may probably wish to provide additional information on the timetable of work and the cost breakdown for the security measures at Headquarters and in the field, while looking at the possibility of apportioning the funds for the implantation of security measures in phases.

5.11 Mr Chairman, having presented the above intervention on behalf of the Africa group, please allow me now, very briefly, to turn your attention to three specific concerns of my delegation. First, with respect to the culture of maintenance, my delegation thanks the Director-General for having provided some seed money for capacity-building at the Dar es Salaam Institute of Technology, which is a focal point for the culture of maintenance in Africa. My delegation, while fully supporting the inclusion of the culture of maintenance as an area of focus in Major Programme II, believes that UNESCO should not lose sight of the interdisciplinary and intersectoral nature of the project, which demands the engagement of all relevant sectors, including education and communication. Furthermore, my delegation is conscious of the fact that a lack of a culture of maintenance has deleterious effects to development in Africa, particularly due to the high cost incurred for maintenance and repairs of expensive equipment and infrastructure.

5.12 Second, my delegation supports the movement to eradicate illiteracy in the world. In this regard, UNESCO should redouble its efforts to strengthen the International Institute for Capacity-Building in Africa (IICBA) and the UNESCO Institute for Education (UIE) in Hamburg. For example, the literature being produced by UIE on adult education and lifelong learning authored by African scholars is of particular importance.

5.13 Third, at the 28th session of the World Heritage Committee, which was held in Suzhou, China, the ruins of Kilwa Kisiwani and the ruins of Songo Mnara were included in the World Heritage in Danger List. These beautiful remains of a famous, and probably the richest Swahili state of its time – handling all the sea commerce of south-eastern Africa, including gold mined in Zimbabwe, and visited in 1331-1332 by Ibn Battuta, the world-renowned historian and great traveller – are now threatened by the sea and weathering. They therefore need urgent attention for their safeguarding. My delegation thanks the Member States who have so far expressed their desire to assist. I take this opportunity to call upon other Member States who have not done so to intervene positively.

5.14 Finally, Mr Chairman, I was able to save seven minutes which could go back to my colleagues, and I thank them for the opportunity that they have given me.

٦.١ السيد العواضي (اليمن) النص الكامل:

السيد رئيس المجلس التنفيذي، السيد رئيس المؤتمر العام، السيد المدير العام، أصحاب السعادة أعضاء المجلس، السيدات والسادة، في البداية اسمحوا لي أن أتوجه إليكم، سيدي الرئيس، بالشكر وإلى السيد كويشيرو ماتسورا، المدير العام لليونسكو، وإلى الأمانة على الجهد الكبير الذي بذل في إعداد الوثائق وتوزيعها في الوقت المحدد، وهو ما سوف يسهل مناقشات هذه الدورة التي تنعقد في ظروف دولية أشد تعقيدا مما شهدته الدورات السابقة.

٦.٢ إن العالم يعيش اليوم دوامة عنف وحروب وسلسلة من الكوارث الطبيعية مما يجعل كل لقاء مناسبة لدراسة هذا الوضع، وتبقى اليونسكو المكان الأنسب لوضع النقاط على الحروف فيما يتهدد البشرية من مخاطر الإرهاب والحرب والنزاع والاحتلال. لقد شهدت السنوات الماضية تراجعاً كبيراً في أعمال مبادئ ناضلت من أجلها الإنسانية طويلاً كاحترام حقوق الإنسان وحرياته الأساسية. وتراجعت القيم الإنسانية المشتركة لتحل محلها قوى العنف والبطش والانتقام، وهذا وضع يهدد قيم التسامح والتعايش وينذر بموجة جديدة من انتهاك كل القوانين الدولية بسبب الإرهاب أو تحت مظلة الحرب على الإرهاب.

٦.٣ السيد الرئيس، إن البشرية توصلت إلى بناء مؤسسات وسن قوانين وقواعد دولية جماعية لكي تنظم أحوالها وجميع الأطراف مدعوة إلى احترام هذه القواعد والقرارات الدولية. وعن هذه المنظمة بالذات صدرت قرارات لحماية المؤسسات الثقافية والتعليمية في فلسطين والأراضي العربية المحتلة، وها هو العالم يشهد ما يعانيه الفلسطينيون يوميا من الحرب والهدم للمسكن والمدرسة، وقتل الأطفال والشيوخ والنساء، واقتلاع الأشجار، وما يعرض المعالم الدينية في القدس والخليل وغيرها لخطر التدمير والتشويه. وإننا ندعو المجلس الموقر إلى التذكير بقراراته ودعوة سلطات الاحتلال الإسرائيلية إلى احترام قرارات المجتمع الدولي، وأخصها في مقامنا هذا القرارات المتخذة في نطاق اليونسكو. ونذكر بأهمية ما ورد على لسان ممثل جمهورية مصر العربية من ضرورة التزام أمانة اليونسكو باستخدام المصطلحات وفقا لقرارات اليونسكو نفسها وقرارات الأمم المتحدة وبما يراعي مقتضى الدور الحيادي للمنظمة في هذا النزاع التاريخي المحزن.

٦.٤ السيدات والسادة، تعاضم في الفترة الأخيرة دور الخبر المقترن بالصورة - سواء كانت حقيقية أو مزيفة - في وسائل الإعلام المرئية وعلى شبكة الانترنت وما تحمله أحيانا من إساءة إلى القيم والأخلاق الإنسانية، ولا شك أن اليونسكو مدعوة اليوم إلى الاضطلاع بدور أساسي في التفكير بإيجاد آلية جديدة تزدهر فيها الحرية ضمن الوسائل المتاحة وتحترم في الوقت نفسه تلك القيم. ولهذا فإننا ندعو السيد المدير العام إلى تكليف قطاع الاتصال بالتعاون مع القطاعات الأخرى ومنها قطاع العلوم الاجتماعية والإنسانية، بالتفكير في صياغة مبادرة لوثيقة تدرس الأضرار القائمة والمحتملة من جراء إساءة استخدام التكنولوجيات الجديدة للمعلومات والاتصال.

٦.٥ السيد الرئيس، لقد كان لبلدي شرف استضافة الاجتماع التشاوري الإقليمي للدول العربية بشأن مشروع الوثيقة ٣٣/م/٥، وذلك في الفترة من ٢٨ يونيو/حزيران إلى ١ يوليو/تموز ٢٠٠٤، وليسمح لي المجلس الموقر بالقول إن بلادي تؤيد المقترحات الخاصة بتلك الوثيقة، ولا سيما أولوياتها والأولويات الواردة في الاستراتيجية المتوسطة الأجل (٤/م/٣١)، التي لا شك في أن مداها ينبغي أن يتجاوز عام ٢٠٠٧،

كما نؤيد المدير العام في الربط بين الوثيقة ٣٣م/٥ والأهداف الإنمائية للألفية، خاصة تلك التي ترتبط بدور المنظمة ومهامها وعملها.

٦,٦ وترحب حكومة الجمهورية اليمنية بالتطور الذي طرأ على مسألة الاهتمام بالتربية في اليونسكو، كما أننا نشيد بالتقرير الذي قدمه المدير العام عن هذه المسألة (الوثيقة ١٧٠م ت/٨)، وندعو إلى تفعيل دور اليونسكو من خلال دعوتها الأطراف المعنية بدعم التعليم للجميع إلى التشاور والتنسيق وتأكيد دور اليونسكو القيادي في هذه العملية، كما ندعوها إلى رفد العمل الميداني بكفاءات جديدة تعمل على تحقيق أهداف التعليم للجميع على المستوى الوطني في الدول التي تحتاج إلى المساعدة، وخاصة أقل البلدان نمواً. كما أن مبادرة اليونسكو التي عرضها قطاع التربية مؤخراً والتي تخص تعليم الكبار (٢٠٠٥-٢٠١٥) ولا سيما النساء والرجال في الريف، لهي مبادرة سامية الأهداف لا يمكننا إلا أن نباركها.

٦,٧ السيد الرئيس، إن المتأمل في تقرير المدير العام عن تنفيذ البرنامج المعتمد من المؤتمر العام، والمتعلق بالنصف الأول من عام ٢٠٠٤، سوف يرى أن معدل تنفيذ البرامج يقارب في الغالب ٢٥٪، وهو في الواقع مؤشر جيد جداً، بل إنه بلا شك عامل تحفيز وتفاؤل بأن فترة الإصلاح في المنظمة بدأت تؤتي ثمارها، وذلك على اعتبار أن لدى المنظمة الوقت الكافي للوصول إلى النسبة الكاملة (١٠٠٪) من تنفيذ البرنامج المعتمد. كما أن المتتبع لأولويات المنظمة في مشروع الوثيقة ٣٣م/٥ سيرى أن تعبير التنمية المستدامة قد ورد في أكثر من برنامج رئيسي وفرعي.

٦,٨ أما فيما يخص مشروع الاتفاقية الدولية بشأن التنوع الثقافي، فإننا نشكر المدير العام وأمانة اليونسكو، والحكومة الفرنسية بوجه خاص، على الترتيب لعقد الاجتماع الدولي الحكومي للخبراء.

٦,٩ السيد الرئيس، ختاماً، أكرر الشكر للسيد المدير العام والأمانة وكل من شارك في إنجاح أعمال هذه الدورة، متمنياً للجميع النجاح في سبيل تحقيق الأهداف السامية لمنظمتنا. والسلام عليكم ورحمة الله وبركاته.

(6.1) Mr ALAWADHI (Yemen) *in extenso* (translation from the Arabic):

Mr Chairman, Mr President of the General Conference, Mr Director-General, distinguished Members of the Executive Board, ladies and gentlemen, allow me first to thank you, Mr Chairman, and Mr Koïchiro Matsuura, Director-General of UNESCO, and the Secretariat, for the great efforts you have put into the preparation and timely distribution of the documents, which will facilitate the discussions of this session, which is being held in a more complex international context than that prevailing at previous sessions.

(6.2) The world is today witnessing a spiral of violence and wars and a series of natural disasters; each encounter thus provides an opportunity to examine this situation. UNESCO remains the most appropriate place to speak plainly about the threats of terrorism, war, conflict and occupation confronting humankind. The past few years have witnessed a considerable regression in the application of the principles which humankind has long struggled to promote, such as respect for human rights and fundamental freedoms. Common human values have regressed and been replaced by the forces of violence, tyranny and revenge, a situation which threatens the values of tolerance and coexistence and heralds a fresh wave of violations of all international laws either because of terrorism or under the umbrella of the war against terrorism.

(6.3) Mr Chairman, humankind has managed to build institutions and enact international laws and rules to regulate matters, and all parties are called upon to observe these international rules and resolutions. Indeed, this Organization has adopted resolutions to protect cultural and educational institutions in Palestine and the occupied Arab territories, and now the world sees the Palestinians suffer daily from war, the destruction of homes and schools, the killing of children, elderly people and women, the uprooting of trees, the destruction and desecration of religious landmarks in Jerusalem, Hebron and other places. We urge this distinguished Board to recall its decisions and invite the Israeli occupation forces to abide by the resolutions of the international community, especially those adopted by UNESCO. We wish to stress the importance of the remarks of the representative of Egypt concerning the need for the UNESCO Secretariat to seek to use terminology which is in accordance with its own resolutions, as with United Nations resolutions, thereby ensuring that the Organization plays a neutral role in this tragic historical conflict.

(6.4) Ladies and gentlemen, the role of news conveyed via images – both real and virtual – has intensified in recent times in the audiovisual media and on the Internet, sometimes offending human values and morals, and there is no doubt that UNESCO must play a fundamental role in reflecting on a new mechanism to enable freedom to flourish within the existing media and at the same time for these values to be respected. We therefore call upon the Director-General to entrust the Communication and Information Sector, in cooperation with the other sectors, including the Social and Human Sciences Sector, with reflection on an initiative for a document to examine the existing and possible dangers arising from the misuse of the new information and communications technologies.

(6.5) Mr Chairman, my country had the honour of hosting the regional consultation of the Arab States to discuss draft document 33 C/5 from 28 June to 1 July 2004, and, distinguished Board Members, allow me to say that my country endorses the proposals for that document, particularly the priorities and also those contained in the Medium-Term Strategy (31 C/4, 2002-2007), which should certainly go beyond the year 2007, and we also support the Director-General in linking document 33 C/5 and the Millennium Development Goals (MDGs), in particular those relating to the role, tasks and work of the Organization.

(6.6) The Yemeni Government welcomes the increased development devoted to education at UNESCO, and we commend the report submitted by the Director-General on this matter (170 EX/8), and we urge UNESCO to play an enhanced role by calling on the parties concerned with supporting education for all (EFA) to consult and coordinate with one another, and to affirm UNESCO's lead role in this operation; we also call upon UNESCO to support field work with fresh expertise to work to achieve EFA goals at the national level in countries in need of assistance, especially in the least developed countries. The UNESCO initiative recently presented by the Education Sector regarding adult education (2005-2015), particularly concerning men and women in rural areas, is an initiative with praiseworthy goals which we can but endorse.

(6.7) Mr Chairman, careful examination of the Director-General's report on the execution of the programme adopted by the General Conference for the first half of 2004 shows that the programme execution rate for the most part approaches 25%, which is actually a very good indicator; it is also a source of motivation and optimism that the period of reforms in the Organization has begun to bear fruit, that the Organization has sufficient time to attain 100% of execution of the approved programme. Similarly, anyone following UNESCO's priorities for draft document 33 C/5 will see that the term

“sustainable development” is used with respect to more than one programme and subprogramme.

(6.8) As regards the draft convention on cultural diversity, we thank the Director-General and the UNESCO Secretariat, and particularly the French Government, for arranging to hold the intergovernmental meeting of experts.

(6.9) Finally, Mr Chairman, I reiterate my thanks to the Director-General and the Secretariat and all those who helped to make the work of this session a success, wishing all of you success in your efforts to achieve the lofty goals of our Organization. Peace and the mercy and blessings of God be upon you.

Mr Vargas took the Chair.

7.1 Mr YELCHENKO (Ukraine) *in extenso*:

Mr Director-General, distinguished Members of the Executive Board, the delegation of Ukraine shares the point of view that the execution of the programme adopted by the General Conference deserves positive assessment. Ukraine, in its turn, actively participates in the implementation of the programme at national level.

7.2 In regard to Major Programme I – education – we would like to acclaim UNESCO’s role as a laboratory of educational ideas and as a setter of educational standards, with productive collaboration between UNESCO and its partners, as well as within its own worldwide networks of institutes and other educational institutions. We also consider that UNESCO should continue to address other educational concerns and responsibilities, such as education for a culture of peace, science and technology education, higher education, technical and vocational education. These aspects of UNESCO’s educational work must be especially significant for the renewal of education systems and the building of knowledge societies. May I stress the importance of these activities in favour of promoting the quality of education, a key component in the development of knowledge societies, as well as activity in the higher education field in the context of globalization. We believe that a new structure in the form of the Education Sector Coordination Group could ensure improved sharing of information in all aspects of education for all (EFA), and could build and maintain stronger linkages between international coordination and UNESCO’s programmatic work on EFA, particularly with respect to UNESCO’s role as a provider of technical assistance to Member States to help them achieve the Dakar goals. We express our appreciation of UNESCO’s activities regarding a comprehensive implementation strategy for the reconstruction of the education system, particularly in the area of HIV/AIDS education, which is of great importance to our country. We fully support the encouragement of preventive education policies concerning HIV/AIDS and the promotion to include HIV/AIDS prevention materials in the national EFA plans.

7.3 Ukraine notes, with great satisfaction, practical achievements in the field of the exchange of experience and methodologies on science, technology and innovation policies. A very good example is the implementation of the UNESCO project on the open-ended virtual campus of e-learning centres, science-technology and engineering universities of the Central and Eastern European countries based at the National Technical University of Ukraine.

7.4 As to the sciences, we appreciate the good practical results by UNESCO in this field. Our delegation expresses deep satisfaction with the process of the establishment of the Polesie transboundary Biosphere Reserve and regional ecological network in Belarus, Poland and Ukraine. In this regard, it would be advisable to take this project into account in the next Programme and Budget (33 C/5).

7.5 Ukraine welcomes the continuation of UNESCO's freshwater activities, reinforced cooperation in the field of ecological sciences with regard to expected results on the sustainable use of natural resources, and the operation of regional and thematic MAB networks. In this context, I would like to express our gratitude to the Natural Sciences Sector for its cooperation and expertise concerning environmental protection for the reopening of the Ukrainian Danube-Black Sea navigation waterway. While planning the Danube-Black Sea Deep Navigation Waterway Project, Ukraine managed to fully comply with its international obligations under environmental protection instruments. The Ukrainian project on the restoration of the waterway corresponds to a white paper approved by the European Commission in 2001 entitled "European transport policy for 2010: Time to decide", which outlines prospects for European Union transport policy development up to 2010. In building the waterway, an environmental monitoring programme has been approved to avoid any adverse impact on the natural values of the Danube ecosystem. Ukraine will be ready to submit all necessary information on this subject to the MAB International Coordinating Council (ICC) at its 18th session. At the same time, we would like to stress the need to examine the situation in the whole Danube delta in detail.

7.6 Regarding communication and information, our delegation considers that UNESCO action in this field should be more in line with the cross-cutting theme "eradication of poverty, especially extreme poverty". This means that beyond the technological aspects, the real challenge for UNESCO is to take more into account the human dimension of the digital divide.

7.7 In regard to Major Programme IV – culture – we congratulate the Director-General and the relevant UNESCO sectors on their activities focusing on the promotion of cultural diversity, and in particular the elaboration of the preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions. We believe that such a convention will combine the efforts of the States Parties aimed at the promotion of their cultural identities. As a country where over 130 ethnic minorities make up more than 20% of our population, Ukraine fully understands the complexity of this task. We support the encouragement of the living arts and their contribution to human development and social cohesion. And, in particular, Ukraine has initiated the centenary celebration of the birth of the well-known dancer and choreographer Serge Lifar, successfully held last week.

7.8 We would like to acclaim UNESCO's efforts especially devoted to enhancing the contribution of cultural heritage in all its forms to social cohesion, to nation-building in post-conflict situations, and to economic development. Cultural heritage plays an increasingly important role in providing young people with a sense of who they are, where they have come from, and what their lives mean. Younger generations define our future, and it is important that we support them today and pay more attention to their activities. We fully support the Organization's activities pertaining to youth coordination and mainstreaming young people into all UNESCO programmes. In this regard Ukraine has initiated the idea of holding an international festival of children's creativity in Artek with UNESCO's participation. Artek is one of the most beautiful places in Ukraine, situated on the southern coast of the Crimean peninsula. I would like to take this opportunity to express our thanks to the Director-General, who is very supportive of this idea, and request him to initiate a corresponding feasibility study. We consider that Artek could be a kind of a tool for capacity-building in working with youth. In this regard, I would like to request the Director-General to include this issue in UNESCO's report on its activities within the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) to be prepared for the next session of the United Nations General Assembly. In addition let me inform you that 300 children from Beslan (Russian Federation) as well as the second group of children from Iraq will shortly be provided with rehabilitation in Artek. We would like to make a brief presentation of

Artek for the distinguished Members of the Executive Board on Monday 11 October at 1 p.m. in Room XI.

7.9 In conclusion, regarding the Draft Programme and Budget for 2006-2007 (33 C/5), it is important for the Organization to identify, test and deploy innovative modalities of action reflecting critical factors that could jeopardize the attainment of the expected outcomes of the Medium-Term Strategy. Ukraine supports its main priorities, its target- and results-based nature, notably concerning capacity-building at the national and regional levels, in order to help societies counterbalance the culture of globalization. Concerning the budget, Ukraine supports option 1, which is the full zero real growth scenario.

٨,١ السيد النعيمي (البحرين) النص الكامل :

أشكر سعادة المدير العام على هذا التقرير الوافي، كما أشكر الأمانة العامة على ما بذلت من جهد لإعداد وثائق هذه الدورة بهذا المستوى الرفيع. وأود بهذه المناسبة أن أؤكد دعم مملكة البحرين التام والمتواصل لليونسكو لتمكينها من أداء رسالتها بمزيد من الإبداع والتجديد والابتكار. كما أود أن أؤكد دعم المملكة التام والمتواصل لسعادة المدير العام في سعيه الدؤوب لأداء دوره القيادي.

٨,٢ ويسعدنا أن نلاحظ أن ما تم إنجازه في المجالات المختلفة يمثل رؤية شمولية ومنتكاملة للقضايا التي أصدر المؤتمر العام والمجلس التنفيذي توجيهات لمعالجتها ضمن البرنامج والميزانية المعتمدين. وهذا نهج يزيد من فعالية العمل ويحقق قدرا عاليا من التنسيق وحسن استثمار الموارد المادية والبشرية.

٨,٣ ونرحب بالنهج التشاوري بين المنظمة والدول الأعضاء وبينها وبين شركائها الآخرين في القطاع الخاص وفي المجتمع المدني على المستوى الإقليمي والدولي، ففي ذلك توطيد للثقة والتعاون وإثراء لشعور الشركاء بحق الملكية في ما تقوم به اليونسكو.

٨,٤ ولا بد أن نشيد هنا بالجهد المبذول لتحقيق المزيد من اللامركزية آملين أن تهيأ للوحدات الميدانية الموارد المادية والبشرية الكافية لتجعل من اللامركزية نهجا أكثر فاعلية.

٨,٥ ونلاحظ مع التقدير ما تم إنجازه في مجال الأولويات المختلفة في البرامج الرئيسية الخمسة. فالتعليم للجميع هو الأولوية الأولى، وقد استأثر بكثير من اهتمام المدير العام كما هو مطلوب، ولكننا نلاحظ أن هنالك صعوبات في التنفيذ، إلا أن اليونسكو ليست المسؤولة الوحيدة عنها. ولا شك في أن المدير العام سيواصل سعيه لتذليل هذه الصعوبات وسيأخذ بعين الاعتبار ما ورد من توصيات بشأن الوثيقة ٥/٣٣ من أن التعليم للجميع بحاجة إلى زخم جديد ينبغي أن يتجلى في استراتيجيات طويلة المدى، وتعاون أوسع مع الشركاء، وخاصة مع منظومة الأمم المتحدة. والاهتمام بالتعليم للجميع لن يحول دون الاهتمام بالمستويات الأخرى من التعليم النظامي وغير النظامي، وخاصة التعليم الثانوي والتعليم العالي. ويتضح الاهتمام بمحو الأمية في الجهود المتعاضمة التي تبذلها اليونسكو في هذا المجال.

٨,٦ ونرحب بجهود اليونسكو المبذولة لتعزيز القدرات الوطنية في مجال العلوم، ولزيادة التركيز على الاحتياجات والفرص المتعلقة باستخدام تكنولوجيا المعلومات والاتصال، وخاصة في مجال التربية. وقد أولينا نحن في مملكة البحرين هذا الأمر اهتماما كبيرا وشرعنا في إدخال التكنولوجيا في التعليم بنهج

مدروس وبدأنا في هذا العام الدراسي مشروع جلالة الملك حمد لمدارس المستقبل، وهو مشروع يرمي إلى الانتقال بالتعليم الثانوي من النهج التقليدي إلى النهج الإلكتروني.

٨,٧ وعلى ضوء ما قامت به اليونسكو من إسهام فكري متميز في مرحلة جنيف من القمة العالمية لمجتمع المعلومات في ديسمبر/كانون الأول ٢٠٠٣، نتطلع إلى أن تقوم اليونسكو بدور أكبر في التحضير لمرحلة تونس من القمة العالمية التي ستعقد في عام ٢٠٠٥.

٨,٨ ونرى أن تركيز البرنامج الرئيسي الرابع على تعزيز التنوع الثقافي والحوار بين الحضارات من خلال توثيق الروابط بين الثقافة والتنمية وبناء القدرات وتشاطر المعارف ينم عن حس عميق بما يواجهه العالم اليوم من الآثار الممتدة للعولمة، ومن الحاجة إلى سبل التواصل بين الشعوب من أجل بناء السلام وهو الهدف الأسمى لكل عمل تقوم به اليونسكو. فحماية التراث الثقافي المادي منه وغير المادي وتعزيز أساليب الحوار بين الثقافات والحضارات يعطي الأمل في بناء عالم أكثر أمنا واستقرارا، واليونسكو وحدها هي القادرة على إنجاز عمل كهذا بحكم خبرتها ومواقفها الأخلاقية والمبدئية.

٨,٩ والحديث عن التنمية المستدامة، وما تم إنجازه في إطار الإعداد لعقد الأمم المتحدة للتعليم من أجل التنمية المستدامة (٢٠٠٥-٢٠١٤) بالتعاون مع منظومة الأمم المتحدة ومع المنظمات الإقليمية، أمر جدير بالتقدير لأن اليونسكو تمتلك، بجانب الخبرة العلمية، قوة الفكر الذي تستطيع أن توظفه لتحقيق الوجه الإنساني للتنمية. وفي هذا الصدد، نرحب ترحيبا حارا بالشراكة الجديدة لتنمية افريقيا (نيباد)، وبما تقدمه اليونسكو من دعم للشعب الفلسطيني من خلال التدابير التي اتخذها المدير العام في ما يتعلق بأوضاع المؤسسات التعليمية والثقافية؛ مع التقدير لكل ما تقوم به اليونسكو من دعم في مجال صون التراث في مدينة القدس القديمة، وخاصة ما تم من خطوات لإنشاء مركز للتدريب في مجال الآثار في جامعة القدس. ونرحب كذلك بجهود اليونسكو في المساهمة في إعادة بناء العراق والمتمثلة في الاهتمام بالمؤسسات الثقافية والتعليمية. كما نشيد بالجهود المبذولة للإسهام في إعادة البناء في أفغانستان وغيرها من الدول التي عانت وتعاني من الحروب والنزاعات.

٨,١٠ وبالنظر إلى أن السلام والتنمية يمثلان أسمى الغايات التي تسعى اليونسكو إلى تحقيقها من خلال أنشطتها، فإننا نقدر بالغ التقدير ما قامت به المنظمة من جهود متميزة في هذا المجال. وقد بدأنا نحن، في مملكة البحرين، بتطوير مناهجنا الدراسية هذا العام لمتابعة ما هو جديد في المجال العلمي من أجل الارتقاء بمخرجات التعليم بحيث تتضمن حيزا مهما يخصص لتعليم المواطنة والديمقراطية وحقوق الإنسان. ونأمل أن تبذل القطاعات المختصة داخل اليونسكو جهودا متواصلة لمساعدة الدول النامية في مجال تطوير المناهج وإعداد وتدريب المعلمين لأداء مهمة التدريس.

٨,١١ كما إننا نقدر الخطوات التي تم اتخاذها لتحديد إطار أخلاقي تقني مشترك في مجال أخلاقيات البيولوجيا يفضي إلى إعداد إعلان بهذا الشأن.

٨,١٢ وأما فيما يتعلق بالتوزيع الجغرافي، وأضم صوتي إلى أصوات الزملاء المحترمين الذين أشاروا إلى ضرورة أن يبذل المدير العام جهدا خاصا لإتاحة الفرص للدول غير الممثلة، وخاصة الدول الصغيرة، لتتال فرصتها في شغل الوظائف المعلن عنها.

٨,١٣ وأخيرا وليس آخرا، فإننا نرحب بالمشروع الرامي إلى تعزيز انتفاع الشباب بالمعلومات في البلدان النامية.

٨,١٤ وفيما يخص الخيارات المطروحة في مجال الميزانية، فإننا نقترح تأجيل اتخاذ القرارات النهائية بشأنها إلى الدورة القادمة لإجراء المزيد من الدراسة، وذلك لأهميتها وانعكاساتها على عمل اليونسكو حاضرا ومستقبلا، متمنين للجميع دوام التوفيق، والسلام عليكم ورحمة الله وبركاته.

(8.1) Mr NOAIMI (Bahrain) *in extenso* (translation from the Arabic):

I thank His Excellency the Director-General for this comprehensive report, and I thank the Secretariat for its excellent preparation of the documents for this session. I would like to reiterate on this occasion Bahrain's full and continued support for UNESCO so that it may perform its mission with ever greater creativity, innovation and originality. I would also like to affirm Bahrain's full and continued support for the Director-General in his unflinching efforts to perform his leading role.

(8.2) We are pleased to note that what has been achieved in the various fields constitutes a comprehensive and integrated view of the issues which the General Conference and the Executive Board gave instructions to address within the Approved Programme and Budget. This is an approach which increases the effectiveness of work and ensures a high level of coordination and sound use of human and material resources.

(8.3) We welcome the consultative procedure between the Organization and the Member States, and between the Member States and private sector partners and civil society at the regional and international levels. This reinforces confidence and cooperation and enhances the partners' feeling of ownership with regard to UNESCO's activities.

(8.4) We must also commend the efforts exerted to achieve further decentralization, and trust that sufficient human and material resources will be provided to field units in order to make decentralization a more effective approach.

(8.5) We note with appreciation the achievements under the different priorities in the five major programmes. Education for all (EFA) is the first priority, and it received much attention from the Director-General, deservedly so; however, we note that there are difficulties concerning execution, although responsibility for this is not UNESCO's alone. We have no doubt that the Director-General will continue to endeavour to overcome these difficulties and will take into account the recommendations concerning document 33 C/5 to the effect that EFA is in need of fresh impetus in the form of a long-term strategy and broader cooperation with partners, particularly with the United Nations system. Attention to EFA should not prevent attention from being given to other levels of formal and informal education, notably secondary education and higher education. The attention being devoted to literacy is manifest in the increasing efforts being exerted by UNESCO in this field.

(8.6) We welcome UNESCO's efforts to strengthen national capacity-building in the sciences, and to increase the focus on requirements and opportunities relating to the use of information and communication technology, particularly in education. We in Bahrain have paid close attention to this matter; we have begun the systematic introduction of technology in education and have started to implement His Majesty King Hamad's Schools of the Future project this academic year. This project is aimed at shifting secondary education from traditional methods to electronic ones.

(8.7) In light of UNESCO's distinguished intellectual contribution to the Geneva phase of the World Summit on the Information Society in December 2003, we hope that UNESCO will play an even greater role in the preparation of the Tunis phase of the World Summit in 2005.

(8.8) We believe that the focus of Major Programme IV on strengthening cultural diversity and the dialogue among civilizations by strengthening the links between culture and development, capacity-building and the sharing of knowledge is indicative of a deep-seated feeling in the world today regarding the far-reaching effects of globalization, and of the need for lines of communication between peoples for the sake of peace-building. This is the supreme goal of every action undertaken by UNESCO. Protection of the tangible and intangible cultural heritage, and strengthening modes of dialogue among cultures and civilizations offers hope for building a safer and more stable world; UNESCO alone is capable of performing such a task by virtue of its experience and its ethical positions of principle.

(8.9) On the issue of sustainable development, the preparations for the United Nations Decade of Education for Sustainable Development (2005-2014), in cooperation with the United Nations system and regional organizations, are worthy of appreciation since UNESCO possesses, in addition to scientific experience, the power of thought, which it is capable of harnessing to achieve the human aspect of development. In this regard, we warmly welcome the New Partnership for Africa's Development (NEPAD) and UNESCO's support to the Palestinian people in the form of the measures taken by the Director-General concerning the situation of educational and cultural institutions. We appreciate all the support UNESCO has provided for the preservation of the heritage of the Old City of Jerusalem, particularly the steps taken to establish a training centre in the field of archaeology at Al-Quds University. We also welcome UNESCO's efforts to help with the reconstruction of Iraq by devoting attention to cultural and educational institutions. We further commend the efforts to contribute to the reconstruction of Afghanistan and other countries which have suffered and continue to suffer from wars and conflict.

(8.10) Given that peace and development are the most cherished aims that UNESCO strives to achieve through its activities, we value highly its outstanding efforts in this area. We in Bahrain have this year begun to enhance our school curricula in order to keep abreast of new developments in the sciences with a view to improving educational outputs in order to ensure that they allocate significant space to education for citizenship, democracy and human rights. We hope that the relevant sectors within UNESCO will make continued efforts to assist developing countries with curriculum development and initial and in-service teacher training.

(8.11) We appreciate the steps taken to define a joint ethical standard-setting framework in bioethics in preparation for a draft declaration on this issue.

(8.12) Concerning geographical distribution, I add my voice to those of the distinguished colleagues who have pointed to the need for the Director-General to make a special effort to afford non-represented countries, particularly small countries, an opportunity to occupy vacant positions announced.

(8.13) Last but not least, we welcome the project aimed at improving the access of young people to information in the developing countries.

(8.14) Concerning the proposed budget options, we suggest postponing any final decisions on that matter until the next session for the sake of further examination in view of the importance and implications thereof for the work of UNESCO now and in the future. Wishing you all constant success, peace and the mercy and blessings of God be upon you.

9.1 张学忠先生（中国）发言全文：

尊敬的主席先生，大会主席先生，总干事先生，各位代表，我们非常高兴地注意到，自上届会议以来，本组织在重点工作方面取得了显著进展。我们高度赞赏总干事为更好地实施全民教育（EFA）计划，加强部门间协调所做出的新努力，并感谢以副总干事 **Barbosa** 先生为首的全民教育特别工作小组向会议提供的战略性研究报告。全民教育计划是迄今得到会员国最广泛支持的计划，作为发展中的人口大国，中国支持总干事在全民教育计划框架内发起的成人扫盲计划，中国准备为这一计划做出实质性的贡献。中国将继续积极参加九个人口大国和全民教育高层小组会议，和国际社会一道积极推动全民教育运动的发展势头。

9.2 主席先生，今年六月，中国荣幸地在苏州承办了第二十八届世界遗产委员会会议。这次会议是有史以来参会人数最多、会期最长、议题最多的一次会议，获得了巨大成功。我们十分感谢大会主席、执行局主席、总干事您本人和许多部长和大使及在座许多同事出席会议。这次会议使教科文组织在占世界五分之一人口的中国的知名度达到了空前的高度，中国的民众对保护世界遗产的认识也得到了空前的提高。我们将继续与本组织保持密切合作，并努力在这一领域作出更大贡献。

9.3 同样在今年六月，教科文组织第一届世界地质公园大会在北京召开。这次大会是教科文组织支持在全球推进世界地质公园网络建设的具体行动。我们感谢科学部门助理总干事 **Erdelen** 先生代表教科文组织与会。

9.4 世界上有 200 多个国家和地区，无论是历史传统、宗教信仰和文化背景，还是社会制度、价值观念和发展程度，都存在差异和不同，整个人类文明也因此而交相辉映、多姿多彩。中国支持教科文组织在维护世界文化多样性和保护物质和非物质文化遗产方面所做的努力。中国全国人大常委会今年 8 月 28 日已经批准加入《保护非物质文化遗产公约》。我国有关部门正在办理有关法律手续。在此，我还要特别指出，中国已经并将积极支持和参与本组织正在积极推动制定文化多样性公约的进程，并将努力做出自己的贡献。

9.5 主席先生，当今世界，和平与发展依然是摆在世界各国人民面前的两大课题。在和平的环境中谋求发展已成为国际社会的共同愿望。但天下仍不太平，各种传统和非传统安全问题相互交织。和平问题没有解决，发展问题更加严峻。人类发展面临的重大挑战，大部分都与本组织的职权范围密切相关，因此本组织的计划活动必须适应当今世界形势的变化与发展，必须面向广大会员国尤其是发展中国家共同的紧迫需求。

9.6 中国认为新的文件 C/5 (33 C/5) 应保持一定连续性。在教育领域，全民教育的重点应放在最需要帮助的人群、地区和国家，要侧重农村地区的扫盲、基础教育、消除贫困和预防艾滋病等重点项目，特别是九个人口大国和撒哈拉以南的非洲地区。希望本组织继续支持设在中国保定的国际农村教育研究和培训中心。促进高等教育的发展也应成为一项优先计划。因为没有高质量的高等教育，发展中国家的发展就没有动力，创新就没有源泉。在科学领域，应继续将水和环境问题计划作为重点。在文化领域，要继续开展文化多样性和文明间对话计划，加强世界遗产中心和会员国在世界遗产保护方面的能力建设；信息传播计划的重点应放在帮助发展中国家利用信息和传播技术促进教育、科学和文化的发展上面。各项计划的实施都应注意更加充分地发挥全委会的作用。在各个重大计划领域都要加强南南合作和南北合作。

9.7 中国认为本组织的三大机构应该根据形势发展的需要，与时俱进，进行必要的改革。改革的目的是为了效率，也是为了使本组织在其职权范围内集中有限的资源更好地为会员国的发展服务。因此，我们坚决支持一切有利于本组织利益的改革。我们认为在三大机构中执行局只有带头改革，其它改革才能得以顺利进行。为此，我们支持昨天巴基斯坦代表有关对公约与建议委员会的职能进行审查的建议。中国认为公约与建议委员会确实已到了非改革不可的时候了。

(9.1) Mr ZHANG Xuezhong (China) *in extenso* (translation from the Chinese):

Mr Chairman, Mr President of the General Conference, Mr Director-General, distinguished delegates, we are very pleased to note that the Organization has made remarkable progress in terms of the main lines of action since the last session. We highly appreciate the further efforts that the Director-General has made for better implementation of the education for all (EFA) programme and improved coordination between various sectors. We also appreciate the work of the EFA Task Force led by the Deputy Director-General, Mr Barbosa, in submitting to the Executive Board the report on the EFA Strategic Review. To date, EFA is the programme that has been most widely supported among Member States. China, as a high-population developing country, supports the Director-General's launching of the Literacy Initiative for the Excluded (LIFE) within the framework of the EFA programme, and is ready to make a substantive contribution to the Initiative. China will continue to play an active role in E-9 country meetings and EFA

High-Level Group meetings to promote the EFA movement within the international community.

(9.2) Mr Chairman, it is indeed an honour for China to have hosted the 28th session of the World Heritage Committee in Suzhou. The session was a great success, with the longest duration, the largest number of participants and the fullest agenda in its history. We are very grateful to the President of the General Conference, the Chairman of the Executive Board, the Director-General, many ministers and ambassadors, and also colleagues present here today, for their participation. With the organization of this session, UNESCO's presence has reached an all-time high in a country with one fifth of the world's population, as has the awareness of the Chinese people of the importance of protecting world heritage. We will continue to cooperate closely with the Organization and seek to make a greater contribution in this area.

(9.3) In June, China also hosted the First World Geoparks Conference in Beijing, which was a reflection of UNESCO's concrete worldwide action to promote the development of the World Geoparks Network. We appreciate the participation of Mr Erdelen, ADG/SC, on behalf of UNESCO.

(9.4) There are over 200 countries in the world today, with differences and variations in their historical traditions, religious beliefs and cultural backgrounds, and in their social systems, values and levels of development, all of which help to enhance the beauty of human civilization as a whole and make it more varied and colourful. China supports UNESCO in its efforts to preserve the world's cultural diversity and protect the tangible and intangible heritage. With the ratification by the Standing Committee of the National People's Congress on 28 August this year, China will become a State Party to the Convention for the Safeguarding of the Intangible Cultural Heritage after the completion of the necessary legal procedures that are being taken care of by the government departments concerned. I would also like to stress here that China has been and will remain active in supporting and participating in the process that UNESCO is proactively promoting of elaborating a convention on cultural diversity, seeking to make its own contribution.

(9.5) Mr Chairman, in today's world, peace and development remain the two major agendas facing the people of the world. It has become a shared wish of the international community to seek development in a peaceful environment. Nevertheless, the world today is far from peaceful, with various conventional and non-conventional security issues interwoven with each other. For as long as the issue of peace remains unresolved, the development picture looks even bleaker. Most of the major challenges that human development faces today are closely related to the fields of competence of the Organization. Therefore, the programme activities of the Organization must respond to changes in the current world situation and to new developments, and serve to meet the urgent needs common to the Member States, in particular the developing countries.

(9.6) China believes that the new C/5 document (33 C/5) should be consistent with the previous ones. In the field of education, the main thrust of EFA activities should concern the groups, regions and countries that are in greatest need of assistance, with the focus on major projects in literacy in rural areas, basic education, eradication of poverty, prevention of HIV/AIDS, particularly in the E-9 countries and in sub-Saharan Africa. We hope that the Organization will continue its support to the International Research and Training Centre for Rural Education (INRULED) in Baoding, China. Promotion of the development of higher education should also become a priority programme, because quality higher education is a driving force of development and a source of innovation for developing

countries. In the field of science, the emphasis should be placed on the programme relating to the issues of water and the environment. In the field of culture, programmes should continue to focus on cultural diversity and the dialogue between civilizations, and on the capacity-building of the World Heritage Centre and Member States to protect the world heritage. The emphasis in information and communication programmes should be placed on assistance to the developing countries in harnessing ICTs for the development of education, science and culture. It is important to bring the role of National Commissions fully into play in implementing any programme, and to reinforce South-South and South-North cooperation in all major programme areas.

(9.7) It is China's position that the three organs of the Organization should undergo the reforms required by the changing situation, and keep pace with the times. The aim of the reform is to improve efficiency and concentrate limited resources on the Organization's fields of competence so as better to serve the developmental needs of the Member States. We therefore strongly support any reform that is favourable to the interests of the Organization. We believe that the success of the reform of the three organs is predicated upon the Executive Board taking the lead in this direction. We support therefore the proposal made by the representative of Pakistan yesterday about the examination of the functions of the Committee on Conventions and Recommendations (CR). China's position is that the reform of the CR Committee is imperative and cannot wait any longer.

10. The CHAIRMAN extended his and the President of the General Conference's thanks to the representative of China, the Chinese Government and people for what had been a wonderful stay in Suzhou.

11.1 M. SAWADOGO (Burkina Faso) *in extenso* :

Il y a quelques semaines s'éteignaient les lampions des Jeux olympiques dans Athènes l'éternelle. C'est sans doute l'occasion ici de féliciter le pays organisateur, la Grèce, et l'ensemble des athlètes pour l'organisation fort réussie de cette grande fête mondiale du sport, qui ne peut que nous convaincre encore davantage de la juste vision de l'UNESCO lorsque celle-ci a décidé d'élaborer une convention sur la lutte contre le dopage dans le sport afin de concrétiser cet idéal de l'homme : "un esprit sain dans un corps sain".

11.2 Monsieur le Président, Monsieur le Directeur général, visionnaires qu'ils étaient, les pères fondateurs de notre Organisation avaient la conviction que, par l'action conjuguée de l'éducation, de la maîtrise des sciences, du dialogue interculturel et de la communication, les hommes pourraient accéder à un certain mieux-être dans un monde en constante transformation. Aujourd'hui, plus que jamais, force est de reconnaître que l'on ne peut envisager aucun avenir pour notre monde sans une prise en compte réelle de ces quatre dimensions. S'agissant de l'éducation, par exemple, en cette période de rentrée scolaire et universitaire, des millions d'enfants restent malheureusement encore sur le bord de la route faute d'infrastructures pour les accueillir. Cette situation conduit à penser que nombreux sont les pays en voie de développement qui ne pourront pas réaliser les objectifs de l'éducation pour tous (EPT) d'ici à 2015.

11.3 Dans le domaine de la santé, le paludisme et le VIH/sida galopent à la faveur soit de l'extrême pauvreté soit de la méconnaissance des modes de transmission. Nous espérons que le nouveau programme des sciences fondamentales prendra en compte la recherche de solutions aux véritables préoccupations des populations défavorisées. L'accès à l'énergie renouvelable, par exemple, aiderait beaucoup les populations défavorisées dans divers domaines d'activité.

11.4 La diversité culturelle est de plus en plus menacée et les sociétés luttent désespérément pour sauvegarder leur âme, leur identité et leurs valeurs. Le projet de convention actuellement en

discussion constitue un espoir pour la préservation de cette diversité culturelle. Ma délégation tient à exprimer au Directeur général et au Secteur de la culture sa satisfaction de voir que le calendrier d'élaboration de l'important projet de convention sur la diversité culturelle est respecté. Les jeunes et les femmes sont de plus en plus désemparés car parfois laissés-pour-compte dans un monde qui se dit tourné vers le développement.

11.5 Monsieur le Président, Monsieur le Directeur général, notre Organisation s'est engagée avec clairvoyance sur la voie de la décentralisation qui devrait la rapprocher davantage des populations cibles. Mon pays espère que cette décentralisation produira les effets escomptés, car, par-delà les rencontres internationales, c'est à l'aune de son dynamisme sur le terrain que les populations jugent chaque organisation. En effet, chacun sait que l'on ne peut mobiliser les populations que sur la base de leurs intérêts et des nobles causes auxquelles elles s'identifient. Il importe donc que l'on puisse constater plus clairement l'impact positif de l'action de notre Organisation sur ce qu'elle a elle-même désigné comme groupes cibles, à savoir la jeunesse, les femmes et les pays africains.

11.6 Monsieur le Directeur général, ma délégation voudrait attirer votre bienveillante attention sur deux faits majeurs concernant les femmes et les jeunes en Afrique. Il s'agit premièrement de la décision prise à Addis-Abeba en juin dernier par l'Union africaine d'étendre à toute l'Afrique le champ d'activité du Centre international pour l'éducation des filles et des femmes en Afrique (CIEFFA) ; il convient de rappeler que la création de ce centre est due à l'initiative du Burkina Faso et a été annoncée en 1999 à la 30^e session de la Conférence générale de notre Organisation. Le deuxième fait majeur est la tenue à Ouagadougou en septembre dernier d'un sommet extraordinaire de l'Union africaine sur la problématique de l'emploi des jeunes en vue de leur pleine participation au développement du continent. Comme vous pouvez le constater, ces deux événements sont en parfaite harmonie avec le NEPAD, programme phare par lequel l'Union africaine traduit à l'échelon régional sa recherche de solutions aptes à assurer le développement durable du continent africain.

11.7 Monsieur le Président, Monsieur le Directeur général, la carte de l'analphabétisme coïncide, on le sait, avec celle de la pauvreté dans le monde. Notre Organisation, à laquelle la communauté internationale a confié le rôle déterminant de chef de file des efforts en faveur de l'EPT, a donc une mission historique. Pussions-nous tous dire avec fierté que nous étions membres du Conseil exécutif ou du Secrétariat de l'UNESCO lorsque sonnera l'heure du bilan de l'EPT en 2015.

11.8 Ma délégation a suivi avec intérêt les principaux résultats obtenus depuis la 169^e session du Conseil exécutif et se félicite des propositions majeures qui ont été faites dans le cadre de la réflexion sur le Projet de programme et de budget pour 2006-2007 ; elle voudrait mettre l'accent sur l'importance et l'urgence des défis que notre Organisation est appelée à relever. Dans ce sens, elle espère que l'initiative pour l'alphabétisation des exclus tirera les leçons des expériences et des modèles qui ont fait leurs preuves en la matière. La formation des enseignants reste un préalable indispensable si l'on veut redynamiser les systèmes éducatifs en Afrique en vue d'une éducation de qualité. Il convient d'appuyer à cet effet les écoles normales et les instituts pédagogiques.

11.9 En ce qui concerne les sciences, ma délégation soutient fermement l'élaboration et la mise en œuvre de politiques scientifiques visant à rendre rapidement accessibles aux populations les connaissances scientifiques nécessaires à leur développement. Ma délégation attache un grand intérêt aux efforts déployés dans le domaine de l'eau, source de vie et clé de toute action en faveur du développement. La chaire UNESCO "Femmes, sciences et développement en Afrique" récemment créée à l'Université de Ouagadougou offrira ses services au monde rural.

11.10 Monsieur le Président, le Burkina Faso voudrait réaffirmer tout son attachement à l'UNESCO, organisation qui peut et doit contribuer d'une part à stimuler réellement l'action de nos pays dans leur recherche de solutions à leurs problèmes de développement, et d'autre part à éveiller les consciences à l'idée de la communauté de destin de toutes les composantes de l'humanité. Notre délégation, consciente des grands défis que l'UNESCO doit relever, est favorable à une option budgétaire qui ne remettrait pas en cause les grands programmes. Permettez-moi enfin de rappeler que le Burkina Faso aura le privilège d'accueillir en novembre prochain le Xe Sommet de la Francophonie sur le thème "La Francophonie : espace solidaire pour un développement durable" et le grand plaisir de recevoir tous ceux qui feront le déplacement à Ouagadougou.

12.1 Mr SIDDIQI (Bangladesh) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General of UNESCO, distinguished representatives to the Executive Board, excellencies, ladies and gentlemen, *as-salām 'alaikum* (peace be upon you), good morning. It is my great pleasure and honour to represent my country at this 170th session of the Executive Board of UNESCO. At the very outset I would like to express my delegation's warm congratulations to the Chairman for his astute and efficient stewardship of this august body. I take this opportunity to reiterate my delegation's commitment to work in close cooperation with other Members for achieving the goals and objectives of the Organization. My delegation wishes to congratulate the Director-General of UNESCO, Mr Koïchiro Matsuura, for presenting a comprehensive report on the execution of programmes in the current biennium. We would also like to commend him for presenting the preliminary proposal for the Draft Programme and Budget for the next biennium delineating the future direction of the Organization.

12.2 Ladies and gentlemen, Bangladesh is an example of what political commitment together with investment in human resources development can do to achieve the objectives of UNESCO. In order to free the country from the curse of illiteracy, about 15% of the national budget is devoted to education, more than half of which goes to primary education and education for all (EFA). The government has already drafted a national plan of action to achieve the EFA goals as enshrined in the Dakar Framework for Action. To overcome the barriers stemming from poverty, primary education has been made free and compulsory, textbooks are being provided at the government's expense, and stipends are being provided at the secondary level. To reduce gender disparity in education and socio-economic life, girls' education has been made free up to higher secondary level, and monthly stipends are given in rural areas. More than 5 million girls are covered by this stipend programme. Under the integrated non-formal education programme, nearly 25 million people have been made literate since 1991. The government is currently implementing several special education programmes for dropouts and the most disadvantaged children who have no access to the traditional education system. With a view to empowering rural poor women, projects on post literacy and income generation are under implementation. We have built an effective partnership with the private sector and NGOs for ensuring expanded access to education at primary and secondary levels. It is difficult for the government alone to ensure proper education for such a huge population with limited resources. But we are confident that with the help of the partners like UNESCO, we can make positive changes.

12.3 Mr Chairman, recent reports reveal that most countries are at risk of not being able to attain the Millennium Development Goals relating to education. Therefore, the Education Sector, particularly with respect to basic education, should continue to receive top priority in the Programme and Budget for the next biennium. I would like to stress that the E-9 countries deserve special attention, as 70% of the world's illiterate people live in these nine countries. We would like to see mobilization of more resources, both from regular budget and extrabudgetary sources, for educational activities in E-9 countries. We welcome the Director-General's proposal for

implementing South-South cooperation and solidarity in the field of education, and the creation of a fund for that purpose. The level of allocation to the Participation Programme needs to be enhanced because this programme not only gives more visibility to UNESCO, but also fosters greater cooperation between UNESCO and the Member States. The number of regional projects under the Participation Programme seems to be inadequate, particularly for our region, which comprises 41 countries.

12.4 Mr Chairman, in a developing country like ours, it is indeed a challenge to bring students into the education system unless the education is linked with income generation. This could be attributed as the principal cause for the huge numbers of dropouts in the developing countries. Socio-economic conditions in the developing countries call for more attention to be devoted to job-oriented technical and vocational education. The Government of Bangladesh is now actively considering the establishment of a centre of excellence for vocational and technical education which can serve the needs of the region particularly in curriculum development, teacher training, development and dissemination of technical know-how, and so on. We look forward to assistance from UNESCO in the setting up of such a centre. We believe that the new information and communication technologies could serve as a principal tool for development. An ICT-based distance learning system could cater to the growing need for quality education. UNESCO can help the Member States, particularly the developing ones, in the upgrading and modernization of their distance learning infrastructure.

12.5 Mr Chairman, my government fully endorses the reform measures initiated by the Director-General. However, we would like to underline the need for devising an effective mechanism to ensure better coordination between UNESCO Headquarters, the field offices and national authorities. Mutual understanding based on comprehensive dialogue is a precondition for finding the best solution. We want to see the National Commissions becoming more involved in the activities of the Organization, particularly in the implementation of programmes. In order to reap maximum benefit from decentralization, the delegation of authority should be coupled with transparency and accountability. Again, the delegation of authority needs to be backed by strengthening of the field offices through adequate staffing with competent and dedicated persons. Recruitment of more local consultants and staff members, without compromising quality, will pave the way for introducing effective local solutions at relatively low cost.

12.6 Mr Chairman, Bangladesh enjoys a rich and ancient cultural heritage. Besides having two sites on the World Heritage List, Bangladesh is endowed with other very ancient archaeological sites. Our collective responsibility is to preserve every cultural property regardless of its geographical location. We urge the Director-General of UNESCO to continue his efforts in this direction.

12.7 Mr Chairman, Bangladesh welcomes UNESCO's initiative for the preparation of a declaration on universal norms in bioethics. However, we would like to underline the need for enhanced action in popularizing science education and research in the developing world.

12.8 Mr Chairman, distinguished representatives, I am convinced that through a consolidated effort we can make a positive change. It is time to take the responsibility to make the Organization more visible, efficient and responsive to the new challenges of the twenty-first century. I am confident that through a collective effort, we will be able to make the world a better place for all of our future generations.

13.1 Mr AGAPITUS (Namibia) *in extenso*:

Mr Chairperson, Mr President of the General Conference, Mr Director-General, colleagues, Members of the Executive Board, Namibia fully endorses the statement of the Vice-Chairman for

the Africa group, and as a result, we will limit our comments to item **4.1**. We wholeheartedly support the undertaking of the Director-General to continue enhancing the concentration and prioritization of UNESCO's programmes in order to achieve maximum impact of the Organization's work in Member States. UNESCO cannot afford to spread its financial and human resources thinly, hence the need to continuously concentrate and prioritize the Organization's fields of action. Our delegation therefore supports the principal priorities proposed for the major programmes. Quality education for all (EFA), water management, promoting cultural diversity and equitable access to information and knowledge are some of the priority areas that we are already pursuing as a nation in accordance with our national development plans. Similarly, Namibia supports the Director-General's undertaking to respond to Africa's needs by closely aligning the Organization's programmes in its fields of competence with the priorities and programmes of the New Partnership for Africa's Development (NEPAD).

13.2 Namibia furthermore welcomes and supports UNESCO in continuing to place the attainment of the six Dakar EFA goals at the centre of its work for 2006-2007. We are convinced that the six Dakar goals are comprehensive enough, and that they imply all the levels and facets of education, namely early childhood education, basic education, HIV/AIDS preventive education, secondary education, technical and vocational education, teacher education and adult education. The realization of those goals will be a major achievement in our quest to provide quality education for all. UNESCO should therefore continue and intensify its role in EFA as assigned in Dakar in 2000, and above all support Member States in concrete terms. Many Member States now have credible national EFA plans and according to what was promised in Dakar, they cannot be let down. Furthermore, UNESCO should support activities related to the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (2005-2014).

13.3 On Major Programme II – natural sciences – our delegation, coming from a semi-arid country and experiencing persistent droughts, supports the selection of water and associated ecosystems, with specific emphasis on water management as the principal priority for Major Programme II. As a country endowed with natural resources, and as pointed out to you, Mr Director-General by our Head of State during his visit to UNESCO last week, we welcome the undertaking to strengthen science, technology and engineering education as well as the application of science and appropriate technologies as a prerequisite for enhancing these natural resources and achieving sustainable development in our country. We would therefore like to see in the Programme and Budget for 2006-2007 (33 C/5) that adequate financial resources are allocated to capacity-building in Member States in the areas of basic and engineering sciences, renewable sources of energy and increased support to the project on Sustainable Integrated Management and Development of Arid and Semi-arid Regions of Southern Africa (SIMDAS).

13.4 As regards decentralization and revision of the programme management cycle, it is very encouraging to note the Director-General's clear views on the shortcomings of decentralization within the reform process, and his determination to address the situation, especially the capacities of the staff. As it has been pointed out on numerous occasions, units in the field can only deliver if they have relevant competencies and the appropriate levels. It is not the number of individuals in the field that will improve service delivery, but their ability to perform. The ideal situation in our view will therefore be one high-level expert per programme sector to work with and advise national professionals of the cluster countries in his/her specific field of competence. This will also see us moving away from field offices implementing projects at the country level instead of overseeing the implementation of such projects. Furthermore, we are pleased to note the Director-General's interest in adding the cluster consultations with National Commissions to the programme management cycle. Cluster consultations took place before the last regional consultations, but we

cannot agree more with the Director-General that we need to institutionalize these consultations. However, we need to take extra care that these consultations truly become a platform where field offices and National Commissions exchange views for a common purpose, namely to identify the real needs of Member States.

13.5 Finally, Mr Chairperson, we will comment on Major Programmes IV and V in the programme commissions.

14.1 Mr KUSI-ACHAMPONG (Ghana) *in extenso*:

Mr Chairman, Mr Director-General, Mr President of the General Conference, permit me to start by expressing Ghana's gratitude to you, Mr Chairman, for your opening statement, which has set the appropriate tone for the deliberations of this session. My delegation would also want to acknowledge and appreciate the significant contribution of the Director-General on the execution of the activities of this Organization as authorized by the General Conference and also by this Board.

14.2 With your permission, Mr Chairman, let me comment on a few salient issues in the Director-General's report on South-South cooperation. Ghana's external relations strategy has had non-alignment as one of its pillars since independence in 1957. We have therefore pursued all efforts aimed at realizing the vision of the independence of countries in the continent, African unity and self-reliance. In recent times, Ghana has vigorously promoted, both internally and externally, the New Partnership for Africa's Development (NEPAD) initiative. To further demonstrate our commitment in this area, our President, His Excellency Mr John Agyekum Kufuor, appointed a Minister for Regional Cooperation and NEPAD. We therefore wish to call on UNESCO to strengthen its efforts aimed at achieving the objectives and priorities of NEPAD.

14.3 Mr Chairman, the regional consultation of African National Commissions held in Maputo, Mozambique, was of immense benefit to us. For us, it is worth noting that issues involving the relations between National Commissions and the field offices were extensively discussed. Ghana therefore hopes that the draft guide to regulate relations between the National Commissions and the field offices will be finalized soon.

14.4 My delegation lends its support to the issues raised by the Chairman of the Africa group, and will now comment briefly on the various sectors. In essence, Ghana shares the view that there should not be any major shift in document 33 C/5 after a careful review of the Medium-Term Strategy.

14.5 Mr Chairman, education for all (EFA) is presently a major challenge for UNESCO. From a strategic perspective, our stand is that UNESCO should continue to provide assistance in the area of functional literacy and specifically the use of national languages, the protection of the environment, and the development of related skills. This, we feel, can be achieved if the new initiative for teacher training in sub-Saharan Africa could be treated as a separate project for greater effectiveness.

14.6 In the area of the natural sciences, we will want to add our voice to the need to continue with the water and associated ecosystem priority area, and further suggest that water management boards be established to control water bodies that meet the demands of more than one country. It was in line with this principle that our country hosted a subregional workshop in January 2002 on the effective management of the River Volta Basin for the West African countries which utilize the basin's resources.

14.7 Mr Chairman, for the social and human sciences, our delegation supports the principal priorities advocated by the Africa group, especially in the areas of the culture of peace, the promotion of human rights and democracy, and the fight against discrimination. Ghana also

believes that UNESCO should continue its support for poverty reduction as a priority but with an emphasis on social and economic human rights. Since we are in a subregion where conflicts are endemic, we wish to re-emphasize matters relating to the culture of peace and the creation of wealth.

14.8 With regard to culture, Ghana supports the three main principal priority areas outlined in the document. In the area of communication, we need to encourage intersectoral activities, and we wish to add our voice to the need to have linkages between ICTs and education.

14.9 Mr Chairman, it is our belief that there is a need to relate the biennial programme to the issue of the budget. We wish to recommend that the Organization undertake its security initiatives in a phased manner to reduce the pressure on the funds for programme activities. It is in this vein that Ghana wishes to express its support for option 2.

M. Salama prend la présidence.

15.1 M. NDINGA OBA (Congo) *in extenso* :

Monsieur le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, Monsieur le Directeur général, Mesdames et Messieurs les membres du Conseil exécutif, mes chers collègues, à la 169e session du Conseil exécutif, nous avons pris au sujet des activités de l'UNESCO, des décisions qui devaient faire l'objet d'un rapport à la présente session. Confrontée à des défis de plus en plus nombreux et complexes, notre Organisation doit faire preuve d'imagination, d'engagement et de compétence. C'est ainsi que l'éducation, considérée comme la clé du développement et de la lutte contre la pauvreté, était au centre de nos préoccupations et le demeure, comme l'a dit le Président du Conseil dans son introduction.

15.2 Monsieur le Directeur général, le Congo, confronté au problème du relèvement de son système éducatif, place l'éducation au premier rang de ses priorités. Dans ce contexte, nous préparons la tenue d'états généraux de l'éducation. C'est pourquoi nous soutenons les efforts déployés par l'UNESCO dans ce domaine. Nous avons accueilli favorablement tout ce que le Directeur général nous a dit au cours de la réunion d'information consacrée à l'examen stratégique du rôle de l'UNESCO après Dakar en matière d'éducation pour tous. Dans ce même contexte, nous avons suivi avec un intérêt particulier le déroulement des travaux de la 47e session de la Conférence internationale de l'éducation, qui s'est tenue du 8 au 11 septembre 2004 à Genève.

15.3 Cette conférence, outre la pertinence de son thème - "Une éducation de qualité pour tous les jeunes : défis, tendances et priorités" -, a été une rencontre très utile dans la mesure où elle avait pour objet de promouvoir une éducation de qualité et aussi parce qu'elle a offert une occasion exceptionnelle de réunir les ministres de l'éducation du monde entier pour un échange de données d'expérience. La délégation du Congo souhaite que l'on prenne en compte les conclusions des travaux de cette 47e session de la Conférence internationale de l'éducation pour enrichir la réflexion et renforcer à court, moyen et long termes les programmes d'action de l'UNESCO, du Bureau international d'éducation (BIE) et des autres instituts spécialisés en vue de contribuer à l'amélioration de la qualité de l'éducation surtout dans les pays en développement, en particulier d'Afrique, où le taux d'analphabétisme et l'inégalité en matière d'accès à l'éducation restent très préoccupants. Pour mener à bien une telle mission, l'UNESCO doit continuer à jouer son rôle de chef de file en resserrant les partenariats et sa collaboration avec les États, les organisations intergouvernementales et non gouvernementales et la société civile.

15.4 En ce qui concerne la culture, nous accordons à la protection et à la promotion de la diversité culturelle une importance capitale et soulignons leur place dans le processus de développement et dans l'épanouissement de l'être humain. Compte tenu de ce qui précède, c'est avec

satisfaction que nous avons pris note des efforts déployés par le Directeur général et le Secrétariat en vue de l'élaboration d'un avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques. En effet, la première réunion d'experts intergouvernementaux qui s'est tenue le 20 septembre témoignent nous semble-t-il de la volonté de l'UNESCO de présenter un texte à la prochaine session de la Conférence générale.

15.5 Le Congo sait gré au Secteur de la culture et plus particulièrement au Directeur général de l'appui financier qu'ils ont apporté à notre pays aux fins de l'organisation du séminaire international sur la traite négrière et l'esclavage tenu à Pointe-Noire en août dernier. Ce séminaire, qui a été couronné de succès, accroîtra certainement la visibilité du projet "La route de l'esclave". Nous souhaitons que l'UNESCO mette en œuvre les recommandations contenues dans le rapport final du séminaire.

15.6 Dotée d'un budget à la mesure de ses programmes, l'UNESCO doit pouvoir faire face aux multiples défis auxquels elle est confrontée, notamment en étant présente à tous les niveaux et partout où le devoir l'appelle. Les interventions sur le terrain du Directeur général et de ses collaborateurs sont beaucoup appréciées en Afrique car elles répondent à des besoins réels. Enfin, notre délégation estime que les valeurs éthiques doivent être le ferment du progrès scientifique afin d'améliorer la situation de l'homme.

15.7 Monsieur le Directeur général, je ne saurais terminer sans rappeler l'importance que nous avons accordée à la décentralisation. Il serait bon que nous puissions aujourd'hui procéder à une évaluation des progrès accomplis et accompagner tous le travail que vous et vos collaborateurs faites dans ce domaine.

١٦,١ السيدة بناني (المغرب) النص الكامل:

السيد رئيس المؤتمر العام، السيد رئيس المجلس التنفيذي، السيد المدير العام، السيدات والسادة أعضاء المجلس، أيها الحضور الكريم، في مستهل مداخلتني يسعدني أن أحييكم، سيدي رئيس المجلس، وان أهنئكم وكافة مساعديكم على جودة العمل المبذول لتحضير هذه الدورة. ولا يفوتني بهذه المناسبة أن أهنئ كذلك السيد محمد الشعبي الذي ينهي مهمته بعد ثلاثين سنة من العمل الدؤوب الموفق في المنظمة وأن أتمنى للسيد بارسورامين كامل التوفيق والنجاح في مهمته الجديدة. كما يسعدني أن أهنئكم بدوري، سيدي المدير العام، على عرضكم القيم والشامل والواضح الذي جاء لتعزيز المعطيات الواردة في وثائق الدورة.

١٦,٢ وقبل أن أشرع في تقديم ملاحظات المغرب بشأن عرضكم، أود أن أتبنى التصريح الذي جاء على لسان السيد نائب رئيس المجلس باسم المجموعة العربية بشأن مسألة القدس والأراضي العربية المحتلة. وأغتنم فرصة التطرق إلى هذا الموضوع لأبارك باسم بلدي العمل البناء الذي يقوم به قطاع الثقافة تحت إشرافكم للمحافظة على تراث مدينة القدس الذي هو بحق تراث عالمي جدير بالحماية والصون من طرف كل من له وعي بقيمة التراث الثقافي والتنوع الثقافي والحوار بين الحضارات والثقافات. غير أنه من الملاحظ أن العمليات الخاصة بالمؤسسات التربوية والثقافية في الأراضي العربية المحتلة غالباً ما تقتصر على فلسطين، وخاصة القدس، ولا تشمل الجولان وباقي الأراضي العربية المحتلة.

١٦,٣ ويقودني الحديث عن هذا الموضوع إلى العمليات التي تقوم بها اليونسكو في ميدان إعادة بناء البلدان المتضررة بسبب النزاعات والحروب، كما هو الشأن بالنسبة لبعض البلدان الأفريقية وأفغانستان

والعراق التي تعيش الآن أصعب وأخطر مرحلة في تاريخها. فهنيئاً للمنظمة على الجهد المبذول بالرغم من الاضطرابات السائدة في كثير من أنحاء المعمورة. وإذ نتطلع إلى المزيد من الجهود، على المستوى الإنساني والتربوي والثقافي، لصالح كل البلدان والمناطق المتضررة والمحتاجة، فإننا نرحب بتدشين جسر موستار، آمليين أن يشكل كذلك جسراً للتعارف والحوار بين الطوائف المعنية. وتعد جميع هذه العمليات، التي تندرج في إطار المهام المنصوص عليها في الميثاق التأسيسي للمنظمة، أمثلة واضحة على الأنشطة التي من شأنها أن تبرز صورة اليونسكو عبر العالم.

(16.1) Ms BENNANI (Morocco) *in extenso* (translation from the Arabic):

Mr President of the General Conference, Mr Chairman, Mr Director-General, fellow Members of the Board, dear participants, to begin with, it is my pleasure to greet you, Mr Chairman, and congratulate you and all your assistants on the good quality work that has gone into the preparation of this session. I am also bound to congratulate Mr Mohamed Al Shaabi, who is completing 30 years of successful, diligent work in the Organization, and to wish Mr Parsuramen every success in his new task. It is also my pleasure to congratulate you, Mr Director-General, on your valuable, clear and comprehensive presentation, which has served to back up the information contained in the documents for the session.

(16.2) Before I begin offering Morocco's comments on your presentation, I would like to endorse the statement made by the Vice-Chairman for the Arab States concerning Jerusalem and the occupied Arab territories. I take this opportunity to commend on behalf of my country the constructive work undertaken by the Culture Sector under your leadership with a view to preserving the heritage of Jerusalem, which is truly world heritage worthy of protection and preservation by all who are aware of the value of the cultural heritage, cultural diversity and the dialogue among civilizations and cultures. However, it should be noted that activities relating to education and cultural institutions in the occupied Arab territories are usually confined to Palestine, especially Jerusalem, and do not include the Golan and the other occupied Arab territories.

(16.3) This leads me to speak of the activities undertaken by UNESCO for the reconstruction of countries that have suffered damage owing to conflicts and wars, as is the case with several African countries, Afghanistan and Iraq, which are now enduring a particularly difficult and dangerous phase in their history. Congratulations to the Organization on its efforts despite the turmoil that prevails in many regions of the globe. As we look forward to further efforts at the humanitarian, educational and cultural levels, for the benefit of all ravaged and needy countries and regions, we applaud the inauguration of the Old Bridge at Mostar, hoping that it may constitute a bridge for acquaintanceship and dialogue between the communities concerned. All of these activities, which are part of UNESCO's constitutional mandate, are clear examples of activities which are conducive to enhancing UNESCO's visibility worldwide.

(L'oratrice poursuit en français)

16.4 Monsieur le Directeur général, ma délégation a écouté avec un grand intérêt vos propositions relatives au Programme et budget pour 2006-2007. Tout en les appuyant globalement, nous souhaiterions avoir de plus amples informations au sujet des "changements apportés aux priorités" et des "caractéristiques majeures" du programme qui sont annoncés, connaître leur philosophie, leurs objectifs, etc.

16.5 Concernant le niveau du plafond budgétaire à adopter, il serait difficile à ma délégation de retenir l'une ou l'autre des deux options proposées du fait que celles-ci conduiraient à des coupes dans les programmes ou tout à la fois dans les programmes et la mise en œuvre de la réforme, au moment même où le contexte international fait que l'Organisation est de plus en plus sollicitée. Restent donc à notre avis les deux premières options, notre préférence allant à la deuxième puisqu'elle "permet de préserver l'essentiel des acquis".

16.6 J'en viens aux conclusions de l'examen stratégique du rôle de l'UNESCO après le Sommet de Dakar. Le caractère central et prioritaire de l'éducation pour tous (EPT) est certes incontestable. Il en va de même du rôle chef de file de l'UNESCO en la matière, mais ma délégation s'interroge sur les mesures envisagées pour la réalisation des changements qualitatifs préconisés. Pour ce qui est de la troisième conclusion - le besoin de soutiens extérieurs accrus -, nous nous demandons quelle est la nature de ces soutiens et quel serait leur volume. Les suites qui seront données aux deux premières en dépendent-elles ? Enfin, nous nous interrogeons sur les mesures envisagées, suite à cet examen, pour assurer la réalisation des objectifs de Dakar à l'horizon 2015, sachant que certains pays enregistrent un retard à cet égard. Dans tous les programmes relatifs au secteur, l'éducation aux valeurs universelles fondamentales devrait constituer une constante priorité. La Division de la planification et la Division de l'éducation, qui travaillent depuis longtemps sur la question, devraient s'employer à mettre en place des programmes pilotes destinés en priorité aux régions qui vivent des situations d'urgence.

16.7 Après le Sommet de Genève, durant lequel l'UNESCO a joué un rôle essentiel, et dans la perspective de l'étape de Tunis, l'Organisation a planifié une série d'activités qui sont précisées dans les documents soumis au Conseil. Je voudrais à ce sujet vous informer qu'une conférence de suivi sur le rôle et la place des médias dans la société de l'information, à laquelle l'UNESCO, par l'intermédiaire du réseau ORBICOM, apportera son concours et son appui, se tiendra à Marrakech en novembre 2004.

(La oradora prosigue en español)

16.8 Siguiendo con este tema, esperamos la pronta publicación del informe mundial sobre la construcción de sociedades del conocimiento, preparado por la División de Estudios Prospectivos, Filosofía y Ciencias Humanas, cuya labor, en su dimensión intelectual básica, es digna de elogio, en particular la reciente publicación en francés de la antología de los "Coloquios del siglo XXI" bajo el título de *Où vont les valeurs?*.

16.9 Tras la aprobación de la "Convención para la Salvaguardia del Patrimonio Cultural Inmaterial, la Organización está realizando un intenso trabajo de sensibilización. Sr. Director General, su presencia en el Moussem de Tan-Tan (Marruecos) en septiembre pasado, junto con el Presidente de la Conferencia General, embajadores de buena voluntad y representantes de Estados Miembros, ha resaltado de forma notable la importancia de esta categoría de patrimonio y la necesidad de salvaguardarla. La Organización sigue ahora cumpliendo con su importante función normativa en tres sectores: deporte, bioética y diversidad cultural. A este respecto, deseo felicitarle por el trabajo realizado.

16.10 La cuestión del agua sigue representando para mi delegación y mi grupo electoral una prioridad, e insistimos en que se elaboren con urgencia programas multisectoriales relativos a la educación sobre la gestión del agua. En lo referente al Sector de Ciencias Exactas y Naturales hacemos hincapié en la importancia de promover la sensibilización respecto a la igualdad entre hombres y mujeres. Este es un tema de gran relevancia, que debería ser transversal, constante, global y vinculado con todos los sectores y no sólo con el de Ciencias Exactas y Naturales. Se nos asegura que la UNESCO piensa inscribir la igualdad entre hombres y mujeres en todos los ciclos de

todos los programas. Sería oportuno tener más información sobre las modalidades de realización de tan prometedora perspectiva.

(The speaker continued in Spanish – translation from the Spanish)

(16.8) Furthermore, on this same point, we are expecting the publication shortly of the *UNESCO World Report: Building Knowledge Societies*, prepared by the Division of Foresight, Philosophy and Human Sciences, whose work deserves praise for its general intellectual scope, in particular the recent publication in French of the anthology of “Twenty-first Century Talks”, under the title *Où vont les valeurs? (The Future of Values)*.

(16.9) The Organization has been conducting an intense awareness-raising campaign, following the adoption of the Convention for the Safeguarding of the Intangible Cultural Heritage. Mr Director-General, your presence, last September, at the *moussem* of Tan-Tan, Morocco, alongside the President of the General Conference, goodwill ambassadors and representatives of Member States, clearly demonstrated the importance of this category of the heritage and the need to safeguard it. The Organization continues to carry out its important standard-setting function in three areas: sport, bioethics and cultural diversity. In this regard, I wish to congratulate you for the work which has been accomplished.

(16.10) The question of water continues to be a priority for my delegation and my electoral group, and we would like to stress the urgent need for the preparation of multi-sectoral programmes concerning education on water management. With regard to the Natural Sciences Sector, we wish to emphasize the importance of the promotion of awareness about gender equality. This is a matter of outstanding importance that should be cross-cutting, ongoing and comprehensive and that should extend to all the sectors, not just the Natural Sciences Sector. We have been assured that UNESCO is thinking of including gender equality in all its programme cycles. It would be useful to have more information on the ways and means of achieving such a promising aspiration.

(The speaker continued in English)

16.11 Finally, Mr Chairman, my delegation would like to inform my colleagues that my country is organizing, in collaboration with UNESCO, the first General Assembly of the World Academy of Young Scientists (WAYS) in December in Marrakech. We hope it will be very well attended.

17.1 Г-н СЧАСТНЫЙ (Беларусь) *полный текст:*

Уважаемый Председатель Исполнительного совета, уважаемый Председатель Генеральной конференции, уважаемый Генеральный директор, уважаемые коллеги, позвольте присоединиться к другим представителям в Исполнительном совете и выразить удовлетворение результатами выполнения программы.

17.2 Нельзя не согласиться с мнением Генерального директора, высказанным при открытии общих прений, о уязвимости мира в результате стихийных бедствий и, прежде всего, в результате террористических актов, в связи с чем уже нельзя провести границу между глобальным и локальным, между общественным процессом и частной жизнью, и о том, что ЮНЕСКО должна содействовать претворению глобальных обязательств в практические действия. Такие направления деятельности, как содействие культуре мира, диалогу цивилизаций, разнообразию культур, должны приобрести конкретные формы и стать неотъемлемой частью всех направлений деятельности ЮНЕСКО в виде трансдисциплинарных программ для того, чтобы население мира могло на практике учиться жить вместе. Поэтому необходимо разработать конкретные действия ЮНЕСКО по противодействию терроризму для

включения в Программу и бюджет ЮНЕСКО на предстоящее двухлетие. В связи с этим очень своевременным является, например, проведение в рамках этой сессии Исполнительного совета тематических дебатов по новым подходам и конкретным действиям в диалоге цивилизаций.

17.3 Именно воспитание в духе культуры мира в качестве одного из приоритетов на 2006-2007 гг. было определено странами кластера Бюро ЮНЕСКО в Москве в совместном заявлении на консультациях национальных комиссий региона Европы и Северной Америки в июне этого года. Более детальный анализ упомянутого заявления будет сделан в ходе обсуждения пункта 3.4.2 повестки дня.

17.4 Реальными проводниками идей ЮНЕСКО на региональном уровне должны и могут быть кафедры, школы и клубы ЮНЕСКО. В частности, об этом свидетельствуют результаты проведенного в отчетный период Национального семинара кафедр ЮНЕСКО в Беларуси, проводившегося с участием начальника отдела международного сотрудничества в области высшего образования г-жи Гордон и представителей кафедр соседних стран. В Беларуси ассоциированные школы так же, как и клубы ЮНЕСКО, все в большей мере становятся лабораториями передового опыта в области образования, обеспечивающими наглядность деятельности Организации. В этом большая заслуга Отдела отношений с национальными комиссиями и новых партнерств, деятельность которого заслуживает высокой оценки прежде всего в оказании поддержки национальным комиссиям, которая должна быть продолжена и в следующем двухлетии, поскольку именно национальные комиссии являются проводниками идей Организации в государствах-членах. Особой поддержки, прежде всего с точки зрения людских ресурсов, заслуживает Отдел программы участия, сталкивающийся с огромным объемом работы.

17.5 Как следует из доклада Генерального директора, инициативы ЮНЕСКО в области науки не носят декларативного характера. В отчетный период успешно осуществлялись меры в области биоэтики, перспективной представляется деятельность по наблюдению Земли, в частности Комплексная стратегия глобальных наблюдений и Программа космического образования. Результаты проведения Дня философии в Беларуси свидетельствуют о необходимости развития международного сотрудничества в этой области под эгидой ЮНЕСКО. В ноябре 2005 г. в Минске будет проведена международная конференция, посвященная межцивилизационному диалогу. Представляется, что итоги Международного года физики (2005 г.) будут не менее эффективными, чем результаты Международного года пресной воды (2003 г.), в ходе которого со всей очевидностью возросла роль ЮНЕСКО в области водных ресурсов. При этом была доказана обоснованность остающегося главного приоритета – «Вода и связанные с ней экосистемы». Наша делегация признательна Отделу экологических наук за поддержку международной деятельности с участием Беларуси, Польши и Украины по рациональному использованию водных ресурсов и сохранению биоразнообразия в Полесье, признанной председателями пяти научных программ ЮНЕСКО одной из приоритетных. Представляется необходимым включить это направление деятельности в Программу и бюджет и на двухлетний период 2006-2007 гг. При этом должное внимание должно быть уделено развитию экогидрологических подходов к трансграничным водным потокам.

17.6 Деятельность по осуществлению Конвенции об охране нематериального культурного наследия, несомненно, послужит не только сохранению одного из самых уязвимых аспектов всемирного наследия, но и позволит понять суть этого явления. Для этой цели в Беларуси в феврале будущего года будет проведена международная конференция. Очень важным стимулом для сохранения нематериального культурного наследия является провозглашение шедевров устного и нематериального наследия и поддержка государств в деле

подготовки кандидатур. Не менее важным является оказание содействия в подготовке досье кандидатур для Списка всемирного наследия. Такая поддержка была оказана Беларуси в конце прошлого года Центром всемирного наследия. Деятельность Центра заслуживает всяческой поддержки, и прежде всего финансовой, в следующем двухлетии, с тем чтобы он мог осуществлять соответствующий объем деятельности во всех регионах мира. Действенным инструментом для содействия культурному разнообразию являются Дельфийские игры. В упомянутом заявлении стран кластера Бюро ЮНЕСКО в Москве содержится предложение придать им статус мероприятия, проводимого под эгидой ЮНЕСКО.

17.7 Политика, направленная на эффективное сочетание глобального и странового подходов в деятельности Организации, находит отражение в деятельности Бюро ЮНЕСКО в Москве, в его оперативной деятельности и в согласовании позиций стран кластера основным направлениям деятельности Организации. Усилившиеся в последнее время прагматизм и прозрачность в деятельности Бюро, несомненно, будут способствовать эффективности результатов его функционирования.

17.8 В отчетный период в нашей стране отмечалось пятидесятилетие сотрудничества Беларуси с ЮНЕСКО. Средства массовой информации и широкая общественность проявили небывалый интерес к этому событию. Интервью с Генеральным директором было дважды показано по первому национальному каналу. На наш взгляд это является отражением возросшей эффективности Организации. Благодарю за внимание.

(17.1) Mr SHCHASNY (Belarus) *in extenso* (translation from the Russian):

Distinguished Chairman, distinguished President of the General Conference, distinguished Director-General, dear colleagues, allow me to add my voice to that of the other representatives on the Executive Board and express my satisfaction with the results of the programme as implemented.

(17.2) It is impossible not to agree with what the Director-General said at the opening of the general debate about the vulnerability of the world as a result of natural disasters and, above all, acts of terrorism, in connection with which we must not erect barriers between the global and the local, between social processes and private life, and about the fact that UNESCO must help translate global commitments into practical actions. Such lines of action as furthering a culture of peace, the dialogue among civilizations, and cultural diversity must take concrete form and become an integral part of all aspects of UNESCO's work in the form of transdisciplinary programmes so that the world's population may learn to live together in practice. Therefore, it is necessary to develop specific UNESCO activities to combat terrorism which may be included in the UNESCO Programme and Budget for the forthcoming biennium. In that regard, it is highly timely, for instance, that as part of the present session of the Executive Board there will be a thematic debate on new approaches and concrete actions in the dialogue among civilizations.

(17.3) It is precisely education for a culture of peace that was identified by the UNESCO Moscow Office cluster countries as one of the priorities for 2006-2007 in the joint statement of the consultation of National Commissions of the Europe and North America region in June 2004. A more detailed analysis of the above-mentioned statement will be made as part of the discussion on agenda item 3.4.2 "Report by the Director-General on the strategic review of UNESCO's post-Dakar role in education for all (EFA)".

(17.4) The effective proponents of UNESCO's ideals at the regional level should be and must remain the UNESCO Chairs, Associated Schools and UNESCO Clubs. In particular, the results of the National Seminar of UNESCO Chairs held in Belarus during the period

under examination bear witness to this. It took place with the participation of the Chief of the Section for International Cooperation in Higher Education, Ms Gordon, and representatives of Chairs of neighbouring countries. Associated Schools and UNESCO Clubs in Belarus are increasingly becoming laboratories for advanced experiments in the field of education, thus giving visibility to the Organization's activities. In this, great merit goes to the Division of Relations with National Commissions and New Partnerships, whose work warrants the highest praise, above all in giving support to National Commissions, which should be continued in the forthcoming biennium, since it is precisely the National Commissions that are the vehicles for the ideals of the Organization in Member States. Particular support, above all from the point of view of human resources, has been given by the Participation Programme Section, which has managed a considerable volume of work.

(17.5) As it follows from the report of the Director-General, UNESCO's initiatives in the field of science are not made for effect. In the period under consideration, measures have been successfully implemented in the fields of bioethics, and activities relating to Earth observation have been fruitful, in particular the Integrated Global Observing Strategy and the Space Education Programme. The results of Philosophy Day in Belarus testify to the need to develop international cooperation in the field under the auspices of UNESCO. In November 2005, in Minsk, an international conference will take place on the dialogue among civilizations. It seems that the outcomes of the International Year of Physics (2005) will be no less effective than those of the International Year of Freshwater (2003), during which UNESCO's role was clearly enhanced in the field of water resources. It also demonstrated the validity of the remaining principal priority, "water and associated ecosystems". Our delegation is grateful to the Division of Ecological Sciences for its support for international activities with the participation of Belarus, Poland and Ukraine on the rational use of water resources and preservation of biological diversity in Polesie, acknowledged to be a priority by the Chairpersons of UNESCO's five scientific programmes. It is necessary to include this area of work in the Programme and Budget for 2006-2007. As a result, attention must be paid to developing ecological approaches to transboundary water courses.

(17.6) Activity to implement the Convention for the Safeguarding of the Intangible Cultural Heritage will naturally not only help to preserve one of the most vulnerable aspects of world heritage, but will also promote a sound understanding of this phenomenon. An international conference will be held for this purpose in Belarus in February 2005. The Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity has given substantial impetus to the safeguarding of the intangible cultural heritage, as has the assistance provided to States in the preparation of nominations. No less important has been the provision of assistance in preparing nomination files for the World Heritage List. Such support was provided to Belarus at the end of 2003 by the World Heritage Centre. The Centre's work merits comprehensive support, and above all financial support in the forthcoming biennium so that it may carry out the requisite volume of work in all regions of the world. An effective instrument for promoting cultural diversity is the Delphic Games. The above-mentioned statement by the Moscow Office cluster countries contains a proposal to give them the status of an event taking place under the auspices of UNESCO.

(17.7) The policy aimed at ensuring an effective combination of global and national approaches in the Organization's action is reflected in the activity of the UNESCO Office in Moscow, in its operational work and in the harmonization of the positions of the cluster

countries on the basic direction of the Organization's work. The recently strengthened pragmatism and transparency in the Office's work will certainly enhance the effectiveness of its operations.

(17.8) In the period under consideration, in my country we have celebrated the fiftieth anniversary of cooperation between Belarus and UNESCO. The media and the public at large showed unprecedented interest in this event. An interview with the Director-General was shown twice on the main national channel. We are of the opinion that this reflects the increased effectiveness of the Organization. Thank you for your attention.

M. Wrede reprend la présidence.

18.1 M. SOURANG (Sénégal) *in extenso* :

Monsieur le Président du Conseil, je voudrais tout d'abord vous féliciter pour la manière faite d'humanisme en même temps que de rigueur et de réalisme, dont vous vous acquittez de votre tâche. Je voudrais aussi adresser mes sincères félicitations au Directeur général pour son rapport exhaustif et clair et lui dire que mon gouvernement est très satisfait des activités qu'il met en œuvre. C'est la raison pour laquelle le Chef de l'État sénégalais a soumis, à la dernière Conférence de l'Union africaine, une motion spéciale de soutien au Directeur général de l'UNESCO qui a été adoptée à l'unanimité.

18.2 Nous sommes naturellement solidaires du point de vue présenté par l'Ambassadeur de Tanzanie au nom du Groupe africain. Je voudrais m'attacher plus particulièrement au rôle de l'UNESCO dans le suivi de l'éducation pour tous (EPT), qui est capital pour nous, Africains. Nous sommes d'accord en ce qui concerne la dimension stratégique de l'éducation, mais aussi et surtout le rôle de coordonnatrice et de gardienne de la qualité que l'UNESCO se doit d'assumer, à travers son Directeur général. Pour autant qu'on puisse en juger, on peut dire globalement que dans le cas de l'Afrique, l'Organisation a bien joué ce rôle. Le Forum de Dakar organisé en 2000 a donné des repères en ce qui concerne les objectifs, les plans d'action nationaux, etc., et le Sénégal est d'ailleurs l'un des premiers pays africains à avoir mis en œuvre un tel plan d'action. Nous disposons donc d'indicateurs de qualité liés à divers objectifs, comme la scolarisation universelle, la scolarisation des filles ou la formation professionnelle. À travers l'action qu'elle a menée dans le cadre des groupes régionaux, tels que la CEDEAO, la SADEC ou le groupe des pays lusophones, l'UNESCO a contribué à relancer la deuxième priorité du NEPAD qu'est l'éducation. Elle a donc bien joué son rôle de catalyseur interne. Or, non seulement on n'a pas respecté le principe selon lequel un appui devait être fourni aux pays ayant élaboré des plans d'action, mais alors même que des fonds sont disponibles, les lourdeurs des mécanismes de décaissement sont telles que ces fonds ne sont pas accessibles dans des délais permettant de lancer rapidement les programmes. C'est là l'une des raisons majeures du retard de l'EPT sur le terrain.

18.3 Le concept de l'éducation en vue du développement durable (Décennie 2005-2015) que l'UNESCO s'apprête à promouvoir offre cependant une perspective positive de relancer l'EPT. Je pense qu'il y a là une dimension capitale, au-delà même de l'EPT, car il s'agit de considérer l'éducation comme le facteur de développement majeur. Il y a trente ans, le Chef de l'État sénégalais avait déjà souligné la nécessité de revoir les paramètres du développement économique, considérant que face à des facteurs comme le capital ou l'investissement, il y avait un autre facteur passé sous silence, qui était, selon lui, l'éducation. Le développement de certains pays d'Asie qui consacrent 70 % de leur budget à l'éducation montre qu'un investissement dans ce domaine a des effets sur l'alphabétisation, la culture, la science et le développement humain. Pour sa part, le Sénégal a consacré 37 % de son budget à l'éducation en 2003 et prévoit de porter ce taux à 40 % en 2005. Avec 10 % alloués d'autre part à la santé, c'est 50 % du budget du pays qui iront désormais aux secteurs sociaux. Le principal facteur de paralysie de l'EPT en Afrique est néanmoins le problème

du financement. Il est donc urgent que les pays partenaires fassent preuve de volontarisme à cet égard. L'UNESCO a établi les balises et les critères qualitatifs - l'important à présent c'est la solidarité de la communauté internationale.

19.1 Mr GÜVENEN (Turkey) *in extenso*:

Mr Chairman, ladies and gentlemen, since I am taking the floor for the first time at this 170th session of the Executive Board, I would like to congratulate you, Mr Chairman, for having so skilfully conducted this meeting so far. I also would like to congratulate the Director-General for his excellent report, which equipped us with comprehensive information about the present situation regarding the programmes and activities of the Organization. Having said that, I also would like to state that my delegation associates itself in general with the statement made by the distinguished representative of the United Kingdom on behalf of the European Union.

19.2 At the 31st session of the General Conference, Turkey gave its strong support to 31 C/Resolution 39 “Call for international cooperation to prevent and eradicate acts of terrorism”. Since then, with great regret, we have observed on a global scale the continuation of terrorist attacks, like the attack on the United Nations Headquarters in Baghdad, the vicious attacks in Istanbul and Madrid, and, as the latest example, the vicious act of terrorism in Beslan in the Russian Federation. These terrible acts have once more underlined the fact that terrorism has many names and faces, and recognizes no boundaries. This plague is not confined to, nor can it be identified with, any particular geography, religion, race or culture. Terrorism is the most blatant violation of human rights and basic freedoms, and nothing can ever justify this scourge. Condemning terrorism once again, my delegation would like to reiterate that for combating terrorism, it is a prerequisite that all countries determinately share a common front and take solid and effective measures. We continue to support the efforts of UNESCO to encourage tolerance and respect for human dignity and to reduce mutual mistrust between communities in conflict. With these thoughts this delegation has fervently advocated to maintain in draft document 32 C/5 the elaboration of an integrated approach to eradicate all forms of violence, including terrorism.

19.3 Mr Chairman, as it is stated in the Constitution of UNESCO that “it is in the minds of men that the defences of peace must be constructed”, Turkey believes that this Organization should continue to advance the idea of peace. We are confident that this Organization, through its four pillars, first and foremost education, can strengthen the advancement of peace on a global scale. Turkey is convinced that the fulfilment of the objectives in the field of education – such as the attainment of the EFA goals – will be a major contribution of this Organization to a better world. We, as we always have done in the past, will continue to support efforts to this end in the future. We also would like to see sufficient financial resources earmarked for the goals set out for the Organization in the field of education, including the eradication of terrorism, in document 33 C/5.

19.4 As René Girard’s “mimetic theory” so rightly describes, past generations have, without doubt, an impact on future generations. Within this framework, I would like to rephrase the famous saying and use it as an analogy to underline that “we have not inherited this invaluable cultural heritage from the civilizations of the past, but rather have borrowed them from the generations to come”. Therefore, it is the duty of us all to preserve our common cultural and natural heritage for the generations to come. Consequently we believe that it is vital to strengthen the capabilities of the World Heritage Centre.

19.5 UNESCO continues to be the leading international platform in its fields of competence. Education, culture, science and information and communication – the four pillars which reflect the spirit of UNESCO – also compose the framework with which humankind can fulfil its desire to foster dignity, culture of peace, dialogue, anticipation and wisdom. With these four pillars, it is possible to provide the answers for obtaining the highest value added in social, economic, natural

and cultural aspects for all the peoples of the world. They present the framework and the “initial signals” for the evolution of human society, highlighting the culture of peace and dignity for the coming decades of the twenty-first century. This exceptional and noble responsibility defines the “UNESCO contributions and duties to the future generations, institutions, leading multilateral organizations, nation-states and to our planet”. The dynamics of the twenty-first century, in terms of quality, quantity and intensity, will be different from those of the twentieth century. The impact of the system, interactions among its elements and consequent implications thereof will be of a dissimilar order. The methodology of the social sciences in the past century limited itself to subset and partial analysis. This led, especially in the long term, to mechanistic approaches, short term decision-making structures and sometimes to high alternative costs for society. It is our belief that a redefinition of scientific methodology in the social sciences is an indispensable necessity for confronting the challenges of twenty-first century dynamics. The new methodology should be comprehensive and transdisciplinary in nature. Its implementation through an endogenization of ethics, transparency, accountability, anticipation, the search for a culture of peace, dialogue and wisdom will create the necessary conditions for giving thought to and trying to resolve human and world problems. In the twenty-first century it has become necessary to keep in mind the mathematical theorem “the aggregate of the optima of subsets does not give the optimum of the set”. Economic welfare, social welfare, human rights and dignity, and cultural welfare constitute an entity, and are complementary fundamentals of human society, nature and existence for 6.3 billion human beings.

19.6 As a final remark, I would once more like to assure you that Turkey will continue to support all initiatives and decisions aimed at achieving the noble goals of this Organization.

20.1 Sr. BARNET LANZA (Cuba) *in extenso*:

Sr. Presidente del Consejo Ejecutivo, Sr. Presidente de la Conferencia General, Sr. Director General, estimados colegas, con suma atención e indignación hemos venido siguiendo los últimos acontecimientos vinculados a actos de violencia y terror. Cuba reitera que el uso de la amenaza y de la fuerza no es la forma de solucionar los problemas en las relaciones internacionales sino que, al contrario, exacerba los conflictos, el odio, la sed de venganza y la confrontación, como ha quedado evidenciado en la realidad. Desatar la guerra no puede tener ni tiene justificación alguna. Ningún pretexto puede justificar que un país o grupo de países provoque cuantiosas pérdidas de vidas humanas. Igualmente condenamos el terrorismo en todas sus formas y manifestaciones, cométase contra quien se cometa, dondequiera que se cometa, quienquiera que lo cometa y sean cuales fueren sus fines.

20.2 Del mismo modo y con la misma indignación rechazamos la injerencia de cualquier país o grupo de países en los asuntos internos de otros, mucho más cuando se trata de países poderosos que pretenden perpetuar el espíritu de dominación colonial. La declaración hecha en el día de ayer por el representante del Reino Unido en nombre de la Unión Europea respecto a la concesión del Premio Mundial UNESCO-Guillermo Cano de Libertad de Prensa 2004 a un mercenario cubano que actúa al servicio de una potencia extranjera con el objetivo de desestabilizar la revolución cubana es un acto de injerencia en los asuntos internos de mi país.

20.3 Nos preguntamos cómo es posible que los poderosos países de la Unión Europea, tan preocupados por la llamada libertad de expresión que proclaman, no se sensibilicen ante los bombardeos efectuados en Iraq, que han causado la muerte de más de 12.000 iraquíes, la mayoría de ellos civiles. ¿Cómo es posible que se guarde silencio ante los graves daños causados por los huracanes Charlie e Iván al pueblo cubano? ¿Cómo es posible que sigan cometiéndose injusticias y violaciones de los derechos humanos en la Base de Guantánamo, donde cientos de seres humanos permanecen encarcelados en condiciones infrahumanas y sin procesos judiciales?

20.4 Nos preguntamos cómo es posible que los atropellos que han sufrido cinco de nuestros hermanos, luchadores incansables contra el terrorismo del que es víctima nuestro país desde hace más de 40 años, no hayan sido denunciados por el vocero de la Unión Europea. ¿Cómo es posible que el representante británico, en nombre de la Unión Europea, olvide el daño que ha causado a la cultura, la educación, la ciencia, la comunicación y la información el criminal bloqueo impuesto a Cuba durante más de cuatro décadas por la potencia más poderosa del mundo? ¿Es que acaso ese ejemplo no es demostrativo de una flagrante violación del derecho a vivir de todo un pueblo?

20.5 Cuba ha sido fiel cumplidora de los ideales de la UNESCO desde el triunfo de la Revolución en 1959, y sus programas de acción en las esferas de competencia de la Organización son bien conocidos por sus excelentes resultados, entre los que se encuentran los programas de educación, que han tenido repercusión internacional especialmente en la alfabetización y en la propia calidad de la educación.

20.6 Si verdaderamente la Unión Europea se interesara por los objetivos e ideales de la UNESCO contribuiría más efectivamente a los proyectos destinados a los países llamados, eufemísticamente, “en vías de desarrollo”, en vez de estar dictando directivas a la Secretaría sobre cómo debería actuar en asuntos que sólo competen a la jurisdicción de los Estados Miembros y a su plena soberanía. No creemos en el concepto de libertad de expresión de los monopolios y las transnacionales, pues sabemos perfectamente a quién responden. Creemos profundamente en la libertad de expresión de los pueblos que durante siglos ha sido escamoteada. Algún día los responsables se enfrentarán ante la historia a las consecuencias de sus actos.

20.7 Permítanme ahora, en los pocos minutos que me quedan, referirme a los puntos del orden del día correspondientes a este debate. Mi país concede suma importancia al programa de educación y al papel directivo que le corresponde desempeñar a la UNESCO para promover el aprendizaje a lo largo de toda la vida mediante la alfabetización y la educación no formal. En ese sentido, considero que las múltiples acciones que la UNESCO ha puesto en práctica para disminuir el analfabetismo no han sido suficientes. Queremos pues invitar a todos los Estados Miembros al próximo Congreso Mundial de Alfabetización que tendrá lugar en la ciudad de La Habana en 2005.

20.8 En cuanto al Sector de Ciencias Sociales y Humanas, Cuba favorece los estudios que tiene previstos en materia de derechos humanos para que se aborden temas vitales como la indivisibilidad, interrelación e interdependencia de todos los derechos humanos, teniendo en cuenta los derechos económicos, sociales y culturales, en particular el derecho a la educación y el derecho a participar en la vida cultural. Por otra parte, respaldamos todas las iniciativas que contribuyan a la lucha contra cualquier forma de discriminación, xenofobia e intolerancia y contra las nuevas expresiones del fascismo contemporáneo.

20.9 Es valedero enfatizar que el Programa de Cultura centre sus actividades en el fomento de la diversidad cultural y el diálogo intercultural, con el objetivo de promover la preparación y aplicación de sus instrumentos normativos. El proyecto emblemático “La Ruta del Esclavo” ha tenido visibilidad en este Año Internacional de Conmemoración de la Lucha contra la Esclavitud y de su Abolición, lo que ha puesto de manifiesto, en especial, el valor de las expresiones culturales emanadas de la esclavitud y la trata negrera, aunque aspiramos a que esta visibilidad no sea circunstancial sino que se convierta en un programa sistemático y que sus objetivos educacionales se cumplan a cabalidad.

20.10 El Programa Internacional para el Desarrollo de la Comunicación, y el Programa Información para Todos deben continuar recibiendo los fondos indispensables para poner en marcha aquellos proyectos que contribuyen al fortalecimiento de las capacidades de los medios de comunicación e información.

20.11 En cuanto a los temas transversales, “Erradicación de la pobreza, en particular la extrema pobreza” y “Contribución de las tecnologías de la información y la comunicación al desarrollo de la educación, la ciencia y la cultura y a la construcción de una sociedad del conocimiento”, deben continuar recibiendo toda la atención que merecen, así como los recursos financieros necesarios para desarrollar sus actividades.

20.12 Finalmente, estamos convencidos de que, ante los desafíos que se nos imponen, el respeto a la Constitución de la UNESCO y sus principios fundacionales es la mayor contribución que nuestra Organización puede aportar a la paz, el equilibrio del mundo y el desarrollo humano. Cuba será fiel a estos principios de la UNESCO. Gracias.

(20.1) Mr BARNET LANZA (Cuba) *in extenso* (translation from the Spanish):

Mr Chairman of the Executive Board, Mr President of the General Conference, Mr Director-General, dear colleagues, we have followed with great attention and indignation the most recent events involving acts of violence and terror. Cuba wishes to reiterate that the use of threats and force is no way to resolve problems in international relations, as on the contrary they exacerbate conflicts, hatred, the thirst for vengeance and confrontation, as events have shown. Unleashing war is not and can never be justified. No pretext can justify a country or group of countries causing abundant loss of human life. We also condemn terrorism in all its forms and manifestations, against whomsoever it is committed, wherever it is committed, by whomsoever it is committed and whatever their ends.

(20.2) In the same way, and with the same indignation, we reject the interference of any country or group of countries in the internal affairs of others, especially when they are powerful countries which are seeking to perpetuate the spirit of colonial domination. The statement made yesterday by the representative of the United Kingdom on behalf of the European Union with regard to the award of the UNESCO-Guillermo Cano World Press Freedom Prize to a Cuban mercenary acting in the service of a foreign power with the aim of destabilizing the Cuban revolution is an act of interference in the internal affairs of my own country.

(20.3) We wonder how it is possible for the powerful countries of the European Union, so concerned by the so-called freedom of expression they proclaim, not to seem to care about the bombing raids in Iraq which have caused the death of over 12,000 Iraqis, most of whom are civilians. How is it possible that they keep quiet about the serious damage caused by hurricanes Charley and Ivan to the Cuban people? How is it possible that injustice and human rights violations continue to be committed at Guantánamo Bay, where hundreds of human beings are incarcerated in subhuman conditions and denied a fair trial?

(20.4) We wonder how it is possible that the outrages suffered by five of our brothers – indefatigable fighters against the terrorism of which my country has been a victim for more than 40 years – have not been denounced by the spokesperson for the European Union. How is it possible that the United Kingdom representative, on behalf of the European Union, fails to mention the damage caused to culture, education, science, communication and information by the criminal embargo imposed on Cuba for more than four decades by the most powerful country in the world? Can it be that this does not represent a blatant violation of the right to life of an entire people?

(20.5) Cuba has faithfully put UNESCO’s ideals into effect ever since the triumph of the Revolution in 1959, and its programmes of action in the Organization’s fields of competence are well known for their excellent results, including the education

programmes, which have had an international impact, especially regarding literacy and the quality of education.

(20.6) If the European Union were genuinely interested in UNESCO's objectives and ideals, it would contribute more effectively to projects for the countries that are euphemistically referred to as "developing countries" instead of instructing the Secretariat how it should behave in affairs which fall solely within the competence of Member States and their full sovereignty. We do not believe in the concept of freedom of expression of monopolies and transnational corporations, as we know perfectly where their allegiances lie. We believe profoundly in the freedom of expression of peoples, which has been suppressed for centuries. One day, those responsible will be judged by history for the consequences of their acts.

(20.7) Allow me now in the few minutes left to me to refer to the agenda items covered by this debate. My country attaches great importance to the education programme and the leading role which befits UNESCO in promoting lifelong learning through literacy and non-formal education. In this respect, it seems to me that the many actions carried out by UNESCO to reduce illiteracy have been insufficient. We should like to invite all Member States to the forthcoming World Literacy Congress, which will take place in Havana in 2005.

(20.8) As to the Social and Human Sciences Sector, Cuba supports the planned studies on human rights in the hope that they will address such vital themes as the indivisibility, interrelation and interdependency of all human rights, taking into account economic, social and cultural rights, in particular the right to education and the right to take part in cultural life. Furthermore, we endorse all initiatives that will help to combat all forms of discrimination, xenophobia and intolerance and the new expressions of contemporary fascism.

(20.9) It is worth emphasizing that the culture programme is focusing its activities on promoting cultural diversity and the dialogue among cultures, with the aim of furthering the preparation and application of its standard-setting instruments. The flagship programme "The Slave Route" has had a high profile during this International Year to Commemorate the Struggle against Slavery and its Abolition, which has highlighted the value of the forms of cultural expression which came out of slavery and the slave trade, although we hope that this high profile is not a temporary phenomenon, but will be transformed into a systematic programme and that its educational objectives will be fully attained.

(20.10) The International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) should continue to receive essential funding so as to implement those projects aimed at capacity-building in communication and information.

(20.11) With regard to the cross-cutting themes "Eradication of poverty, especially extreme poverty" and "Contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society", they should continue to receive the attention they deserve, and the financial resources required to develop further their activities.

(20.12) Finally, we are convinced that given the challenges before us, respect for the Constitution of UNESCO and its fundamental principles is the best contribution that the

Organization can make in favour of peace, global equilibrium and human development. Cuba will remain loyal to these principles of UNESCO. Thank you.

21.1 Ms MOSEROVÁ (Czech Republic) *in extenso*:

Mr President of the General Conference, Mr Chairman, Mr Director-General, ladies and gentlemen, each session of the Executive Board has its particular importance for the future activities of UNESCO, for enhancing its capability to participate in the common effort to solve at least some global problems. We are meeting at a time when the countries of the world are joining to prevent and defeat terrorism. May I remind everyone that after 11 September 2001, UNESCO was the first intergovernmental organization that adopted an important resolution condemning terrorism and asking the Director-General and the Member States to take concrete steps against terrorism and its roots.

(L'oratrice poursuit en français)

21.2 Notre délégation appuie les activités de l'UNESCO en Afghanistan et en Iraq qui sont axées sur le développement des systèmes éducatifs, la préservation du patrimoine et la promotion de médias indépendants et libres. La République tchèque y prend une part active, y compris par des contributions financières aux programmes extrabudgétaires.

(La oradora prosigue en español)

21.3 La UNESCO ha desempeñado en los últimos años un papel relevante en la promoción de medios pluralistas y libres en diferentes países del mundo. Ésta debería ser nuestra prioridad también en el futuro. Importante es sobre todo la independencia de los periodistas, lo que dista de ser fácil, como demuestra la experiencia.

(The speaker continued in Spanish – translation from the Spanish)

(21.3) In the last few years, UNESCO has played an outstanding role in the promotion of pluralist and free media in various countries of the world. This should also be our priority in the future. The independence of journalists is especially important, although as experience shows, this is far from easy to achieve.

(The speaker continued in English)

21.4 In the developing countries, we believe the promotion of public rural radio stations to be of the utmost importance. This is a tool capable of providing much-needed information even in the most isolated areas. It is a very important tool for combating illiteracy and providing educational opportunities to children as well as adults in remote areas. The Australian experience with the "Schools of the Air" should be adopted in other countries, especially on the African continent.

21.5 The main task of our meeting is the preparation of the future Programme and Budget. I believe that UNESCO's activities set out in document 33 C/5 should be more focused on attainment of the Millennium Development Goals as stated, for instance, by Bangladesh and as indicated in our common European Union statement, education is our priority. The right to education is one of the basic human rights, and its preservation should be the target of UNESCO's priorities, especially in the countries with a high illiteracy rate. The importance of these tasks should also be better reflected in the future reformed structure of UNESCO's Education Sector. It has become clear that the present level of support for assisting countries in their efforts to attain the EFA goals is insufficient, and that those goals will not be met in many countries by 2015. We suggest that EFA activities be

promoted within the whole United Nations family and other partner organizations, and that additional financial support be sought from their budgets and from other extrabudgetary resources.

21.6 Next year, 25 years will have elapsed since the adoption by the General Conference of the Recommendation for the Safeguarding and Preservation of Moving Images. This was important and UNESCO should profit from this anniversary and promote activities to further strengthen this heritage. We must protect and foster all that is good, especially now, when we are facing so much that is evil. The fight against prejudice, hate, racism and other evils is the only way to solve the problems of our world, and I believe that this fight can be won with the active participation of women, because women play the most important role in educating new generations, not only as mothers, but also as teachers. I feel it to be of the utmost importance to establish a worldwide movement of women for peace, against hate and prejudice, and I appeal to you to consider this project seriously.

21.7 To conclude, I should like to invite you all to a concert which the Czech Embassy and our National Commission will give in honour of the anniversaries of our great musicians, and in honour of the Year of Czech Music. I believe it is on 12 October, and I do hope it will be well attended.

21.8 A last word as far as UNESCO's visibility is concerned: I believe that it is best served by adoption and good implementation of standard-setting instruments and by National Commissions.

22.1 Ms MADDEN (Australia) *in extenso*:

Noted scientist and philosopher Jacob Bronowski commented, "We have to understand that the world can only be grasped by action – not by contemplation or discussion". I would like to focus much of this intervention on the Draft Programme and Budget for 2006-2007 (33 C/5), UNESCO's future action in the next biennium. On behalf of the Australian delegation, I would like to thank the Secretariat for the comprehensive consultation process leading up to the release of this documentation. Among international organizations, UNESCO is unique in this level of grass-roots consultation. And we consider it a real strength to be nourished. In the Asia and the Pacific region, highly successful consultations were held in Wellington, and we can trace through many of the key themes discussed in the priorities and programmes of draft document 33 C/5. However, significant elements of the questionnaires from Australia and other Pacific Member States appear not to have been fully captured, so we take this opportunity to clarify and reinforce some views.

22.2 Examining the Director-General's proposals sequentially, we welcome the conceptual basis of the programming framework, but are concerned that specific mention is not made of the goal of having a rolling strategy. In this last biennium, the strategy from documents 31 C/5 and 32 C/5 should "roll" and move forward into document 33 C/5, taking in the need for UNESCO to respond to new developments. Australia does not accept the view that document 33 C/5 cannot be based on evaluation of past biennia simply because of formal presentation dates of evaluation reports. Evaluation should be an ongoing process in all programme sectors, with meaningful performance indicators in all programmes and subprogrammes. In terms of modalities, Australia considers that capacity-building is the top priority for UNESCO in pursuing its role, especially in the Pacific subregion. We were therefore dismayed to see no reference to Barbados+10 to focus on the specific needs of small island developing States. While we agree that the impact of action can be strengthened by concentration and prioritization, we call for a list of those subprogrammes which will be dropped, or substantially reduced, for this to be a meaningful approach, and not just a continuation of the same suite of activities with modified budget amounts. Clear leadership with a long-term view to results must lie behind UNESCO's priority-setting.

22.3 Australia agrees with the thrust of the mainstreaming approach, but would like to see document 33 C/5 contain a matrix showing the embedding of programmes, for example for youth,

so that Members can be confident that programmes have been effectively and transparently integrated. We support the suggestion in paragraph 17 to reinforce emphasis on the dialogue among civilizations, and would add to this the vital dimension of education for intercultural and interfaith understanding. This stems from the importance Australia, a culturally diverse, tolerant and inclusive society, places on education catering for, and facilitating dialogue among, a diversity of religions and ethnic groups.

22.4 Regarding conflicts and crises, we believe that UNESCO's capacity to act – in concert with other parts of the United Nations and the international community – is a critical measure of the value of this Organization. Australia has previously suggested that the time may have come to have a dedicated unit established in the Secretariat in this domain, perhaps drawing on the experience of the World Bank, for example. We are, however, disturbed about the suggestion of a dedicated but open budget line and while acknowledging the difficulty of planning for conflict and crises, we would need much more explanation of the proposed budgetary technique before approving it.

22.5 In section C on results-based management, we find the wording soft and rather vague. Much more resolve must be shown to create a results-based culture in the Secretariat where, as noted previously, evaluation becomes not a threat, but a tool of sound management. In so doing, the Director-General can empower line managers, and reduce the risk of so-called sixth-floor micro-management, without compromising performance.

22.6 We very much share the Director-General's view that an increasing level and scope of interdisciplinarity and intersectorality is needed. We suggest experimentation with jointly shared staff positions between sectors for intersectoral programmes, a practice common now in professional and research organizations and universities. UNESCO must still do better at transferring knowledge internally and externally. At a practical level, more emphasis should be placed on linking people on the ground through technology. Some international organizations have thousands of video conferences per month, and the initial capital outlay is recuperated from savings in travel. Anyone who has tried to organize a phone or video conference here knows that these tools are not yet being effectively used. UNESCO prides itself on being a knowledge organization, but does not impart sufficiently that knowledge through its working culture or modes of delivery. Technological and methodological change can improve UNESCO's effectiveness and its outreach to each and every one of its offices and to its 190 Member States. Noting the previous speaker's comments regarding the "Schools of the Air", Australia is happy to make our experience available to the Organization. We are very happy also to see earlier suggestions made by Australia and others adopted under cross-cutting themes, including the incorporation of successful CCT projects such as LINKS rolled in to the mainstream budget. Again, we would want to see unsuccessful ones dropped and others continued with careful evaluation and better oversight.

22.7 The section on decentralization misses the rationale of decentralization – more devolution of decision-making to the field, and a truly effective staff rotation policy.

22.8 Echoing comments by Sri Lanka and Pakistan, we strongly support the point that the Participation Programme must not be used to fund regional or cluster meetings on the C/4 and C/5 documents.

22.9 Turning more to programme areas, we will make specific comments in the PX Commission, but Australia is broadly happy with the general balance in programme areas. We certainly agree that document 33 C/5 will need to accommodate drastic changes in the EFA component in order to be successful.

22.10 Regarding the budget ceiling, Australia continues to support zero nominal growth budget planning, consistent with its government's established policy approach and our view that these budget disciplines have brought UNESCO greater concentration and prioritization. We have concerns about the approach adopted regarding the four options, and in our written comments make some suggestions for improving these budget planning scenarios.

22.11 In striving to improve governance, we urge the Director-General to take an active interest in the deliberations of the working group on relations between UNESCO's three organs, not to wait until its final report to seize upon good ideas emerging on governance, and to introduce them into draft document 33 C/5. Finally, may I recap by noting that the Director-General's leadership, the Organization's capacity to work towards the long-term view, and the effective prioritization of programmes (none more so than education), are key determinants shaping how UNESCO's impact in the world will be assessed and how the world will be enhanced by the actions of UNESCO. For, as noted, "the world can only be grasped by action".

The meeting rose at 1.05 p.m.

FOURTH MEETING

Tuesday 5 October 2004 at 3.05 p.m.

- Item **3.1** REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item **3.2** REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item **4.1** PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I (A) and Addenda and Corr., I (B), I (C), II and III; 170 EX/INF.3; 170 EX/INF.4) (*continued*)

1.1 Mr OBEEGADOO (Mauritius) *in extenso*:

Mr Chairperson, Mauritius endorses the statement of His Excellency the Tanzanian Ambassador on behalf of the Africa group. Having said that, let me turn first of all to that which was, is and will remain Africa's number one priority – education for all (EFA). I cannot agree more with the representative of the European Union that education constitutes the most important task of UNESCO, and in that respect EFA represents the most pressing challenge. It is now fairly obvious that we are seriously off track with regard to the Dakar goals, and in particular the objective of the elimination of gender disparities in primary and secondary education by 2005, which is also of course the third Millennium Development Goal. The fact that our technologically empowered world, endowed as it is with the required financial resources, continues to deny more than one hundred million young children the basic human right that is education represents a blot on humanity's conscience and puts us all to shame.

1.2 I wish to commend the Director-General for setting up the Intersectoral Task Force on EFA pursuant to the decision of the Executive Board in April 2004, and the timely accomplishment of the Task Force's work for consideration by the present meeting. I truly believe that the conclusions of the strategic review of UNESCO's role is of fundamental importance. I further wish to assure the Director-General of our total and unequivocal support for the early implementation of the recommendations so as to place EFA at the heart of UNESCO's work and enhance the effectiveness of its action within the Dakar Framework for Action. One of the greatest challenges is that of obtaining the practical support of development partners and multilateral organizations for UNESCO taking the lead role in coordinating efforts to reconcile resources with EFA needs, and here again, the European Union's suggestion of a common strategy agreed with other players, consisting of a global and country-level approach, together with UNESCO's year-by-year scenario of EFA-related action, as well as scenarios for structures and resources, although extremely ambitious, are certainly worthy of our support.

1.3 Yet, Mr Chairperson, when all is said and done, it is crucial that there be clear understanding that the main obstacle to the realization of the EFA goals is not institutional failure, but the absence of adequate financial resources. Let us recall that most African countries now have their own EFA national action plans, but lack the means to translate them into reality. While there will always be scope for improving national educational policies, and the UNESCO institutional set-up, the stark fact is that African countries require hard cash to build schools and reach out to children in remote areas, to train teachers and remunerate them once trained, and to provide school books and develop appropriate pedagogical strategies. In that regard, the Director-General's remark

in his report on programme execution that all the readily available funding to date for 2004 under the catalytic fund supporting the Fast-Track Initiative for EFA in low-income countries was exhausted by August last, and that additional funds are being sought serves as an eye-opener. So, let it be said loud and clear that unless and until the rich countries live up to the Dakar pledge of not allowing any worthy EFA initiative to fail through lack of resources, EFA will remain an unachievable and unreachable goal, and no amount of institutional restructuring at UNESCO, however important that may be in itself, can disprove that fundamental proposition. I therefore continue to believe that UNESCO has a key role to play in terms of advocacy and moral leadership in the EFA crusade. But it cannot do so from a distance: it cannot renounce its role at the country level, but on the contrary should strive to become an even more effective actor, partner and facilitator on the ground in countries where the EFA battle remains to be won.

(L'orateur poursuit en français)

1.4 Bien évidemment, Monsieur le Président, l'éducation pour tous nécessite des politiques nationales pertinentes. C'est ainsi que la République de Maurice a ouvert, il y a quatre ans déjà, un vaste chantier de réformes éducatives comprenant un programme d'investissement massif dans l'infrastructure scolaire. Ce véritable pari sur l'avenir nous permettra, dès la rentrée 2005, de rendre l'éducation obligatoire jusqu'à l'âge de 16 ans. En d'autres termes, nous avons enfin les capacités d'accueil et les moyens nous permettant d'offrir onze années de scolarité gratuite et obligatoire à tous nos enfants, quels qu'ils soient et où qu'ils soient. Dans ce contexte, permettez-moi de remercier l'UNESCO de son soutien très concret à nos efforts pour aborder la problématique de la langue maternelle dans le contexte de la lutte contre l'échec scolaire. Mon pays continuera de soutenir les efforts visant à joindre l'exigence de qualité à celle de l'accès à l'éducation ; c'est ainsi que nous accueillerons, à la mi-octobre, la Conférence des ministres de l'éducation des pays ayant le français en partage (CONFEMEN) pour des échanges autour du thème de l'évaluation de nos systèmes d'éducation respectifs.

1.5 Maurice accueille en janvier prochain la Conférence [mondiale sur le développement durable] des petits États insulaires en développement (PEID), qui a pour objet de débattre du développement durable sous tous ses aspects dix ans après la conférence fondatrice de la Barbade. L'UNESCO y est déjà pleinement associée et nous souhaiterions accueillir le Directeur général à Maurice à cette occasion. Monsieur le Président, Maurice se réjouit de ce que le dialogue des civilisations a été retenu comme sujet du débat thématique au cours de la deuxième séance plénière. En effet, nous soutenons la démarche du Directeur général visant à mettre l'accent sur la diversité des expressions culturelles et sur le dialogue interculturel dans le cadre du programme IV (Culture) pour le prochain exercice biennal.

(The speaker continued in English)

1.6 Finally, I wish, Mr Chairperson, to inform the Board that at a meeting last month in the United Kingdom, Commonwealth education ministers adopted a protocol on the international recruitment of teachers so as to afford adequate protection to both source countries and recruited teachers in the context of a trend towards increased international movement of teachers from poor to rich countries. Such a phenomenon has in recent times wreaked havoc within the educational set-up of some Caribbean countries, and the Commonwealth is now seeking the collaboration of UNESCO to promote the protocol as an international standard of best practices in organized teacher recruitment. I would appeal to the Director-General to give due consideration to the new instrument.

1.7 Let me end by joining my Senegalese colleague in expressing our satisfaction at UNESCO's role in Africa under the leadership of the Director-General as acknowledged recently

by the African Union, and by reaffirming our trust in the Director-General. Thank you, Mr Chairperson.

2.1 Ms VATSYAYAN (India) *in extenso*:

Mr Chairman, Mr Director-General, distinguished Members of the Executive Board, ladies and gentlemen. It is my honour and privilege to be nominated by my government as a Member of the Executive Board. For me this is a homecoming because my association with UNESCO goes back to the 1950s and to avenue Kléber. I am aware of the responsibilities that have been placed on me because I carry with me the aura of my distinguished predecessors ranging from Dr Radhakrishnan to Smt. Indira Gandhi, Shri T.N. Kaul, Shri G. Parthasarthy, S. Gopal and, of course, Dr Singhvi.

2.2 Having listened to this debate for the last two days, I happily join the delegates in complimenting the Director-General on his report highlighting the vulnerability of the Organization at a time when its work has become so important. In thinking of the work of UNESCO, one cannot but recall Mahatma Gandhi, not only the apostle of non-violence and peace at that moment of time, but Mahatma Gandhi today and his relevance for our fragmented and fractured world in which we need peace and harmony and most of all, respect for differentiation, and his philosophy of life, especially his concept of basic education.

2.3 It is in this spirit that I see the programmes of UNESCO laid out in the different sectors. It occurred to me that perhaps one of the most important recommendations made in cluster meetings before the development of this document focused on two issues. First, there should be a greater focus on the dialogue between South and South in the form of sharing of experience and expertise. This will no doubt facilitate recognition of cultural specificities. And second, the need to suggest concrete programmes that have a cross-sectoral and trans-sectoral approach to the issues. In this context, an integrated approach between life skills, vocational skills, education and the living arts is of the greatest relevance.

2.4 Obviously the sphere of biodiversity is connected with the issues of bioethics. There can be no cultural diversity without biodiversity. Both have to be integrated into the educational curricula of the future. Mahatma Gandhi considered science without conscience as a cardinal sin. While the relentless march of science cannot be stopped, it has to be tempered with just and due consideration for its legal, moral and social impacts. The International Bioethics Committee (IBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) have worked hard to produce a draft that will lay the basis for a future debate on the very important issue of ethics in biological sciences. We in India have a comprehensive set of regulations and instructions on this issue. This body of domestic legislation in India – a multi-ethnic and multicultural country – serves as an example for others. I note with great pleasure the Director-General's initiative concerning India's proposal to establish a regional centre for biotechnology training and education in New Delhi under the aegis of UNESCO.

2.5 At the 47th session of the International Conference on Education (Geneva, September 2004), India's Minister for Human Resource Development, Mr Arjun Singh, stated that there was a paramount need to ensure that systems and mechanisms are put in place that allow young women and men to acquire knowledge, become open-minded, progressive and discriminating, imbued with the right qualities of head and heart that can build the ideal adult of the future.

2.6 I am happy to announce that the thrust areas identified by the Indian Government's policy for educational development in the twenty-first century include universalization of elementary education, achievement of full adult literacy, raising the quality of education at all levels, improving

learner achievement and raising the educational status of disadvantaged groups. This incorporates the ideals imbued in the UNESCO guidelines.

2.7 We note from the report by the Director-General on the execution of the programme that the main strategic thrusts and objectives along with the two cross-cutting themes have been maintained. We must focus on the idea of cross-cutting themes that make use of the technological innovations in information and communication technologies (ICTs) to provide more equitable education for life. The role of ICTs is not limited to making knowledge societies, but also extends to preserving the diversity of knowledge systems and plurality of languages. The very tools that threaten diversity of languages can be used to ensure the preservation of the plural linguistic heritage of the world.

2.8 I would like to inform this House of the very successful cross-sectoral experiment conducted by India in launching a satellite solely for educational purposes.

2.9 There are several matters in the cultural sector of the greatest importance, including the World Heritage Convention. In this connection, it may be pointed out that countries like India – with a very long history of human habitation, and where the natural landscape has always been a part of the overall cultural space – the distinction between the natural and cultural heritage areas is blurred.

2.10 With regard to the Convention for the Safeguarding of the Intangible Cultural Heritage, ratification is anticipated, but programmes need to be worked out with much greater sensitivity. There is also the question of the draft convention on cultural diversity, which needs some modification. Sir, we have already spoken about preservation of the cultural heritage in post-conflict areas, where trafficking of art objects is rampant, and this is certainly a major concern. The repatriation of art objects has not been a successful programme, and we need to focus on it.

2.11 Turning to the budget, we have to ensure that it remains in conformity with the adopted Medium-Term Strategy and within the general areas of action identified at the regional meetings of the National Commissions. India has carefully studied the different budget options for the 2006-2007 biennium outlined in document 170 EX/12. This is a sensitive issue. We all recognize the need for UNESCO to continue to strengthen its core activities in education and culture, particularly education for all (EFA) to which we are all committed. At the same time, this may be an appropriate moment to examine whether some of UNESCO's ongoing activities are actually within the core mandate of other United Nations organs and bodies. In that event, greater priority could be shifted to the core programmes.

2.12 I have listened to the Director-General's statement with great attention. India is not in favour of the zero nominal growth outlined in option 4. This would involve absorbing \$58.5 million, and would result in significantly cutting down ongoing programmes and a reduction of staff. We will participate along with other Members of the Board in the discussions on this issue with a view to elaborating a pragmatic solution that would respect the priorities and perspectives of UNESCO and highlight good administrative and financial management.

3.1 M. BUTERA (Rwanda) *in extenso* :

Monsieur le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, Monsieur le Directeur général, Excellences, Mesdames, Messieurs, ma délégation voudrait tout d'abord faire siennes les déclarations du représentant de la République-Unie de Tanzanie, qui a parlé au nom du groupe Afrique ce matin.

3.2 Nous voudrions également joindre notre voix à celles d'autres orateurs qui nous ont précédés pour féliciter le Directeur général de l'excellent travail fait par lui et son équipe, comme il apparaît dans le rapport qu'il a soumis au Conseil exécutif.

3.3 L'impulsion donnée par le Directeur général commence manifestement à porter ses fruits. Nous sommes d'avis qu'il faut continuer à lui donner les moyens de sa politique et proposons au Conseil exécutif d'adopter l'option 2 en matière budgétaire pour des raisons de réalisme.

(The speaker continued in English)

3.4 Mr Chairman, I believe that we all agree that education for all (EFA) is the cornerstone of UNESCO action and one of its most important challenges for this decade. This morning, the honourable representative of the United Republic of Tanzania, talking on behalf of Africa, reminded us of the strong commitment of the international community at the Dakar conference to making funds available for EFA. We need critically to analyse this statement against the situation on the ground to assess if the commitment holds, particularly in view of what the honourable Minister of Education of Senegal said this morning, and the remarks made by the representative of Mauritius a short while ago.

3.5 I refer in particular to issues like teacher training. I am happy to note the recognition of secondary education as a key component in the achievement of EFA. Funds for teacher training are very limited in most of our countries. In the case of Rwanda, the government adopted recently a nine-year basic education system. The implications for teacher training are enormous, and we are looking forward to strong support from UNESCO in building capacity to achieve this goal.

3.6 Science and technology is another area of dire shortage in Africa. A number of countries are strongly committed to focusing efforts on developing science and technology with the conviction that this will put Africa in particular, and developing countries in general, on the track to reducing poverty.

3.7 I applaud the project on information and communication technologies (ICTs) in science and engineering in Africa, whose aim is to enhance learning opportunities in basic and engineering sciences through the effective use of ICTs as a learning and teaching technology. I note from the report that the project has been decentralized to UNESCO cluster offices in Accra, Addis Ababa, Harare and Yaoundé. Could the Director-General consider extending the project to the Nairobi cluster office as well? It covers Uganda, Kenya, Rwanda and Burundi.

3.8 We are all aware of the toll that HIV/AIDS is taking on the workforce in Africa, including teachers. While we appreciate the role played by UNESCO in fighting the pandemic, we would like to call for stronger involvement by UNESCO in HIV/AIDS education programmes in schools, at all levels, so as to sensitize teachers, students and parents in a sustained manner and thus lessen its impact.

3.9 On decentralization, the UNESCO office in Kigali will be closed at the end of the year. While the Nairobi cluster office has already started to support some projects in Rwanda, we will be eagerly waiting to see the recommendations of the Decentralization Review Task Force at the 171st session of the Executive Board, on how to enhance UNESCO's presence in countries which are not the host of the cluster office and the relationship with the National Commissions, hoping to see a stronger contribution by UNESCO to the realization of its major programmes in our country, in particular in education and science.

3.10 Finally, Mr Chairman, we commend the Director-General for setting up the UNESCO-NEPAD Committee, fully convinced that the New Partnership for Africa's Development (NEPAD) offers Africa a new framework and opportunity to develop our people. In my humble capacity, I would like to suggest that the Committee quickly comes up with proposals for actions with clear indicators against which the Executive Board would assess the progress made in its coming sessions before the General Conference. Thank you for your attention.

4.1 M. GHOUALMI (Algérie) *in extenso* :

Monsieur le Président de la Conférence générale, Monsieur le Président du Conseil exécutif, Monsieur le Directeur général, Excellences, Mesdames et Messieurs, j'ai suivi avec un vif intérêt l'exposé de notre Directeur général. Avec pertinence et clarté, celui-ci nous a permis d'avoir une idée précise des actions menées par l'UNESCO depuis la dernière session du Conseil exécutif. Le moins que l'on puisse faire pour lui rendre hommage est de tenter d'être aussi précis et aussi efficace que lui, ce à quoi je vais m'essayer.

4.2 Concernant les propositions relatives au budget, la délégation algérienne partage l'analyse du Directeur général et soutient sans réserves l'option 1 dite de croissance réelle zéro, car elle permet à nos yeux de concilier les contraintes budgétaires et le maintien du pouvoir d'achat de l'Organisation, l'approfondissement du processus de réforme et la consolidation des actions que le Directeur général a parfaitement mises en valeur dans son excellente introduction.

4.3 S'agissant de l'action normative de l'UNESCO et du remarquable travail qui s'accomplit dans ce domaine, l'adoption récente de différentes déclarations et conventions mérite d'être soulignée. C'est ainsi qu'en octobre 2003 a été adopté un instrument juridique relatif à la sauvegarde du patrimoine immatériel. Il est souhaitable que les États qui n'ont pas encore ratifié ce texte le fassent ou soient encouragés à le faire. C'est dans cet esprit qu'il est prévu d'organiser, le 6 janvier 2005 à Alger, une rencontre entre les représentants des États africains, arabes et européens intéressés par cette convention.

4.4 Par ailleurs, l'Avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques retient toute notre attention car cette convention constitue un précieux chaînon de la politique normative internationale. Le succès de la première réunion intergouvernementale d'experts sur ce sujet, qui s'est récemment tenue au Siège de l'UNESCO et à laquelle mon pays a participé, montre l'intérêt primordial que lui accordent tous les pays en voie de développement. La preuve est une nouvelle fois faite que c'est dans cette enceinte que doivent être abordées les questions relatives à cet enjeu majeur auquel sont confrontés tous les pays du monde, à savoir l'élaboration d'un traité garantissant que les seules forces des lois du marché ne primeront pas sur les politiques culturelles visant à protéger la pluralité et la diversité des œuvres culturelles. Soucieuse d'apporter sa contribution à cette convention, l'Algérie présentera bientôt ses propositions, suggestions et remarques en ce qui concerne le titre, les définitions, les droits et obligations - s'agissant notamment du fonds international pour la diversité culturelle - et les organes et mécanismes de suivi.

4.5 À ce propos, permettez-moi de rappeler l'importance de cette mission essentielle de l'UNESCO qu'est la préservation du patrimoine sous toutes ses formes et qui se concrétise dans l'application de la Convention de 1972. À Cairns et, plus récemment à Suzhou, les nombreux États parties à cette Convention ont reconnu sa valeur et l'intérêt qu'elle présente pour peu qu'on assure "une meilleure représentativité" à ses membres et qu'on donne "une plus grande crédibilité" à la Liste du patrimoine mondial. La délégation algérienne souhaite féliciter le Directeur général pour l'aboutissement des travaux de reconstruction, en Bosnie-Herzégovine, du vieux pont de Mostar dont l'inauguration en juillet 2004 constitue, à nos yeux, un symbole d'une très grande valeur. C'est sans aucun doute dans les réalisations de cette sorte que l'UNESCO acquiert visibilité et crédibilité.

4.6 L'action de reconstruction des structures éducatives et culturelles constitue, à nos yeux, une priorité à laquelle il conviendrait de consacrer davantage de ressources humaines et financières. Deux domaines feront l'objet d'une attention particulière au Sommet des chefs d'États africains qui se tiendra à Khartoum en juillet 2005, à savoir l'éducation et la culture. Il y a donc une grande attente de la part de l'Afrique, qui voit en l'UNESCO son partenaire privilégié pour le développement de l'éducation et le renforcement de la culture. L'Algérie accorde le plus grand intérêt à ce sujet et, notamment, à la sauvegarde du patrimoine culturel au Moyen-Orient, ainsi qu'à la préservation des institutions éducatives et culturelles, notamment en Palestine.

4.7 La réunion du Comité du patrimoine mondial en juillet dernier à Suzhou (Chine) a été, à cet égard, un révélateur de la préoccupation de tous les États parties à la Convention de 1972. Je veux rendre hommage, dans cette enceinte, à l'hospitalité de la Chine et à l'attention toute particulière que le Président du Comité a accordée aux questions relatives à la destruction de sites archéologiques résultant, notamment, de l'érection, déclarée illicite par la Cour internationale de Justice, d'un mur de séparation par Israël. Je voudrais aujourd'hui souligner également l'inquiétude grandissante au sein du monde musulman face aux limitations que les autorités d'occupation israéliennes envisagent d'apporter à l'accès à des hauts lieux symboliques et sacrés de l'islam. La récente décision des autorités d'occupation de Jérusalem d'empêcher l'accès des fidèles à l'esplanade d'El Haram et à la Mosalla Al Marwani, et cela quelques jours avant le début du Ramadan, ajoute à la tragédie humaine du peuple palestinien une atteinte à sa spiritualité et à sa foi. Le Directeur général et la communauté internationale tout entière se doivent d'intervenir afin d'éviter que ne s'accroissent les tensions et les heurts qui endeuillent depuis des décennies l'ensemble des territoires occupés.

4.8 Monsieur le Directeur général, l'Algérie sera heureuse de vous accueillir pour une visite officielle en janvier prochain. Vous irez à la rencontre d'un pays qui a toujours calqué ses stratégies culturelles et éducatives sur les orientations définies par l'UNESCO. Ainsi, je voudrais rappeler que mon pays accueille dans ses écoles aujourd'hui plus de 8 millions d'élèves, contre 600 000 en 1962, que nos universités accueillent 600 000 étudiants contre 600 il y a 40 ans, et que c'est là le résultat d'un effort immense consenti au prix de sacrifices humains et financiers considérables. Vous irez également à la rencontre d'un pays dont 52 % des effectifs universitaires sont des jeunes filles se préparant à tous les métiers et à toutes les responsabilités. L'Algérie s'attache aujourd'hui à consolider cet effort quantitatif dont l'objectif est de rendre conforme aux normes internationales les plus exigeantes l'ensemble du système éducatif, en introduisant de surcroît dans l'enseignement des matières nouvelles et obligatoires. Ainsi, dès l'école primaire, les enfants algériens apprendront ce qu'est l'écologie. Ils seront sensibilisés à l'environnement et aux questions relatives aux droits de l'homme. Ils auront désormais une culture religieuse fondée sur une lecture rationnelle et moderne du fait religieux et une plus grande ouverture sur le monde. Merci, Monsieur le Président.

M. Kalamanov prend la présidence.

5.1 M. LAKATOS (Hongrie) *in extenso* :

Monsieur le Président, le 1er mai 2004, la Hongrie, aux côtés de neuf autres pays, est devenue membre à part entière de l'Union européenne. Compte tenu de l'état actuel du monde et de ses diverses tensions, elle a fait du multilatéralisme l'une des priorités majeures de sa politique étrangère. Un multilatéralisme efficace nous semble, plus que jamais, indispensable dans les relations internationales. C'est dans ce contexte que l'UNESCO - après avoir recouvré son universalité avec le retour récent des États-Unis d'Amérique - peut, par son travail normatif, contribuer davantage au renforcement des instruments juridiques mondiaux. Nous restons convaincus de l'importance de ce travail, notamment dans les domaines de la culture et de la science.

5.2 À cet égard, nous nous réjouissons de constater que l'avant-projet de convention internationale contre le dopage dans le sport est bien avancé. Je voudrais souligner aussi l'importance de la première réunion intergouvernementale d'experts relative à l'avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques, qui a permis un échange fructueux d'idées ainsi qu'un dialogue réel et constructif. C'est notre responsabilité partagée de faire en sorte que la future convention soit un texte de bonne qualité et que l'on puisse ratifier et qu'elle reflète un consensus de haut niveau.

5.3 Dans le domaine de la sauvegarde du patrimoine immatériel, la Hongrie, pays de Bartók et de Kodály, joue un rôle novateur depuis des décennies. L'été dernier, la troisième Folkloriada mondiale a eu lieu en Hongrie avec la participation de plus de 2 000 artistes de folklore venant de 75 pays. Cette manifestation avait pour objet de présenter et représenter le patrimoine immatériel riche et diversifié du monde en mettant l'accent sur la danse et la musique folklorique. La libre expression de l'identité culturelle est la condition fondamentale de la sauvegarde du patrimoine immatériel et de sa transmission aux jeunes générations. En effet, la Folkloriada a bien montré l'importance de la participation des jeunes générations à la sauvegarde du patrimoine culturel immatériel.

5.4 Monsieur le Président, nous voudrions féliciter la Chine et le Secrétariat pour l'excellente organisation de la 29e session du Comité du patrimoine mondial à Suzhou.

(The speaker continued in English)

5.5 Mr Chairman, without wanting to pre-empt the thematic debate on “New approaches and concrete actions in the dialogue among civilizations”, I would like to highlight two points which seem to us most important. Obvious as it may sound, our cultural diversity is the precondition of any possible dialogue among civilizations. But dialogue can only take place if there is a general openness and access to the culture of the Other. At some stage or another, learning to live together implies both good quality education and freedom of expression. In this respect, we are convinced that several organs of UNESCO, including the Committee on Conventions and Recommendations, have proved to be effective forums in the dialogue among civilizations. We are convinced that the mandate of that Committee enables us to work together in a spirit of dialogue, respect and mutual understanding. Therefore my delegation fully supports the current terms of reference of the Committee, including the procedure to handle alleged violations of human rights in pursuance of 104 EX/Decision 3.3. The successful work of the Committee on Conventions and Recommendations on the basis of that procedure shows that UNESCO, as stated in its Constitution, is dedicated to the promotion of the universality of human rights and fundamental freedoms.

5.6 We fully support the promotion and pursuit of “quality education”, and consider UNESCO’s support for linguistic diversity and mother tongue instruction in particular to be highly relevant. We would therefore greatly appreciate it if UNESCO’s work in the area of language policies and practice could be given a sharper focus within the Organization: it should be further strengthened, and new projects and partnerships should be developed. We had consultations with several delegations on this issue, and on that basis we support the creation of a programme for languages in UNESCO. We warmly thank Iceland for putting this issue on the agenda. In our view it is essential that such a programme with a clear profile should be based primarily in the Education Sector. But since linguistic diversity is a truly cross-cutting theme, relating to all other sectors of UNESCO, the programme must be developed in close cooperation with all the sectors to ensure its truly transverse nature.

5.7 Mr Chairman, after the success of the World Science Conference held in Budapest in 1999, the Hungarian Academy of Sciences hosted, with the assistance of UNESCO, the World

Science Forum last November. To maintain this initiative, the next Forum is scheduled for November 2005, and we count on UNESCO's important contribution and your presence, Mr Director-General, at that event. Last year's Forum highlighted the importance of the participation of the young generation in scientific research. Therefore the Hungarian initiative to set up the World Academy of Young Scientists (WAYS) has met with the encouragement and support of UNESCO. The aim of WAYS is to enhance the contribution of young scientists to science policy-making. UNESCO and the Secretariat of WAYS, based in Budapest, are jointly organizing the first General Conference of the Academy in Marrakech (Morocco), with the generous support of the Moroccan Government.

5.8 Mr Chairman, my delegation welcomes UNESCO's standard-setting activity in the field of science, notably in bioethics. This important domain covers the ethical, legal and cultural dimensions of the medical and life sciences, and plays a fundamental role in ensuring respect for human dignity and the protection of human rights. Hungarian experts participated actively in the elaboration of the declaration on universal norms in bioethics. In our view, the adoption of such principles will provide powerful tools in the hands of policy-makers, legislators, NGOs and the scientific community all around the world. We hope that the future declaration will become an influential ABC of bioethics promoting universal recognition of the basic set of principles in this field.

5.9 My delegation supports the proposal of the Director-General in maintaining water and associated ecosystems as the principal priority of the natural sciences programme. The interagency International Flood Initiative (IFI) was conceived by UNESCO, and other organizations, notably the World Meteorological Organization (WMO) and the United Nations University (UNU), have joined in. This interdisciplinary initiative includes contributions from practically all sectors of UNESCO. IFI should play an important role, not only in my region, but also in developing countries, by mitigating flood-related risks and damage through appropriate capacity-building. Thank you very much.

6.1 Mr JOHNSON (Dominica) *in extenso*:

Mr Chairman, Mr President of the General Conference, Your Excellency Professor Omolewa, Mr Director-General, distinguished Members of the Executive Board, Your Excellencies, ladies and gentlemen, please permit me at the outset to associate myself with the Chairman and other Board Members who have commended the Director-General for the indefatigable and excellent manner in which he has managed the administration of UNESCO since our last meeting. I wish to endorse your statement, Mr Chairman, about the timeliness of the dispatch of the documents of the 170th session. In fact, before I left Dominica last week, I received the papers posted to me, including some of those which first went to the Dominican Republic! Yes, Mr Chairman, the Dominican Republic is quite often the first port of call for mail addressed to us in Dominica.

6.2 The Director-General and his staff must also be commended for the comprehensive report on the major programmes within the Organization's fields of competence, and for the strategic review of UNESCO's post-Dakar role in education for all (EFA), a review which the Board requested in April, less than five months ago.

6.3 Mr Chairman, the Board is meeting at a time when human mischief is increasingly being deployed to make the lives of mankind in many parts of the world characteristic of the grave insecurity that defined and described the Hobbesian "state of nature", a condition that is "solitary, nasty, brutish and short".

6.4 The impact of these grave acts of terrorism is universal. These acts, whether at the sites of September 11, or Beslan, Indonesia or Australia, Pakistan or Afghanistan or Iraq, transmit ripples

virtually throughout the world, and visit catastrophic consequences on the small fragile monoculture economies of small island developing states through their impact on tourism, oil prices and other commodities and services.

6.5 UNESCO, as part of the United Nations system, is particularly required, by virtue of its constitutional mandate and its declaration of principles, to contribute to laying the intellectual and moral foundations for solutions to the complex issues arising therefrom through dialogue and emphasis on interdependence among peoples, societies and nations. In doing this, we need to pray for the contributions of our philosophers, social scientists, jurists and theologians over time, space and across diverse cultures.

6.6 Undoubtedly, Mr Chairman, the thematic dialogue next week will further elucidate the new approaches and concrete actions being advanced by UNESCO and Member States in the quest for sustained peace in our “fragile, vulnerable and tragic, yet wonderful and hopeful world”.

6.7 Mr Chairman, the Director-General’s reports highlight many matters of specific and immediate concern to our region. Reference was made by yourself and previous speakers to the catastrophic natural events – hurricanes Ivan and Jeanne that severely affected Grenada, the Cayman Islands, the Bahamas, Haiti, and to a lesser extent Jamaica and Cuba. The physical and socio-economic infrastructure including school buildings, equipment and textbooks were destroyed.

6.8 These events appear to fully satisfy the conditions for assistance approved by the Executive Board at its 160th session, in that there have been insurmountable national circumstances which have had catastrophic consequences for some of these Member States in the field of education and which they cannot overcome on their own.

6.9 It is therefore urged, Mr Chairman, that, in addition to the utilization of resources within the limit of its budgetary allocation for emergency assistance under the Participation Programme, UNESCO should assist the affected islands in identifying outside funding sources and extrabudgetary funds in the exceptional circumstances that confront them. This is consonant with the statement made in paragraph 90 of the strategic review report, where “an in-built flexibility to respond to unforeseen circumstances such as natural disasters” is seen as particularly important.

6.10 Mr Chairman, the strategic review report has clearly recognized the need for better coordination between Headquarters and field offices, especially with a view to strengthening education programme delivery in cluster offices, partly through increased staffing, through training or by allowing field units to mobilize the high-level expertise required for delivering key services through mobile advisory teams on specific problems or through secondment of staff to cluster offices and so on. The Government of Dominica gives full support to the unfolding restructuring and decentralization policy.

6.11 Mr Chairman, we must again highlight UNESCO’s contribution made during the Latin America and the Caribbean regional consultation held in Aruba earlier this year on the identification of national and regional priorities and on the definition of a Caribbean Renewable Energy programme (CARE). The CARE programme, encompassing as it does the promotion of the use of renewable energy, holds tremendous economic benefits for the islands of the Caribbean.

6.12 In February 2005, we will be welcoming the Director-General on his first official visit to Dominica. During that visit he is expected to address a subregional seminar on the Convention for the Safeguarding of the Intangible Cultural Heritage adopted in October 2004 by the General Conference. This important convention enjoins Member States to take the necessary measures to identify, safeguard and promote intangible cultural heritage at a national level while encouraging

the exchange of information, experiences and joint initiatives in this field. It is expected that one of the outcomes of this seminar will be heightened national interest and understanding of the Convention and the speeding up of the ratification process within the subregion. The Director-General will visit the Morne Trois Pitons National Park, a World Heritage site, and will be invited to enjoy freshwater swimming in at least one of Dominica's 365 rivers during his two-day visit.

6.13 Mr Chairman, later today the distinguished representative of Jamaica will be making a statement on behalf of the Latin America and the Caribbean group. I have had the opportunity of reading the final draft of the document. I agree with it and specifically endorse the group's position on the budgetary ceiling. I thank you.

7.1 M. DUARTE (Cap-Vert) *in extenso* :

Monsieur le Président, Monsieur le Directeur général, Monsieur le Président de la Conférence générale, Mesdames et Messieurs les membres du Conseil exécutif, Mesdames, Messieurs, je voudrais tout d'abord saluer la façon très compétente et avisée dont le Président du Conseil exécutif dirige les travaux de cette assemblée depuis le début de son mandat, et lui souhaiter plein succès à la présente session. Ma délégation remercie également le Directeur général pour son introduction au débat général et le félicite à cette occasion pour sa gestion engagée de notre Organisation et sa quête inlassable de l'efficacité.

7.2 Monsieur le Président, ma délégation joint sa voix à celle de mon collègue de la Tanzanie qui a pris la parole ce matin au nom du groupe africain.

7.3 S'agissant de l'éducation pour tous (EPT), mon gouvernement se réjouit du travail accompli dans le cadre de l'examen du rôle stratégique de l'UNESCO après Dakar et des conclusions contenues dans le document 170 EX/8. En effet, au moment où certains pays se trouvent confrontés à un problème de surqualification tandis que tant d'autres font encore face à l'analphabétisme et à un taux de scolarisation des enfants loin d'être satisfaisant, les insuffisances persistantes des systèmes éducatifs des pays en développement, en particulier en Afrique, demeurent pour l'UNESCO des défis qu'elle se doit impérativement de relever. Le chemin parcouru est remarquable à plus d'un titre et nous voulons remercier le Directeur général pour tous les efforts consentis par notre Organisation dans ce sens. Nous devons toutefois accélérer les mécanismes de mise en œuvre, conformément au consensus de Dakar et aux conclusions de l'examen stratégique auquel vient de procéder l'UNESCO. Il est évident que les résultats obtenus jusqu'à présent sont bien en deçà des objectifs escomptés. Cela implique, entre autres, l'obligation de mener des politiques budgétaires nationales plus consistantes, une aide plus conforme aux objectifs poursuivis et le renforcement du rôle de l'UNESCO en tant que partenaire clé de l'EPT au niveau national.

7.4 Monsieur le Président, le Cap-Vert continue de se heurter à plusieurs contraintes dans la mise en œuvre des moyens nécessaires à la réalisation des objectifs de développement du Millénaire (ODM), notamment en ce qui concerne l'éradication de l'analphabétisme et la promotion d'un enseignement de meilleure qualité. Notre taux de scolarisation brut, au niveau de l'éducation préscolaire, se situe actuellement aux alentours de 55 % ; il est de 117 % dans l'enseignement de base et de 64 % dans l'enseignement secondaire. Cependant, derrière ces chiffres se cache une réalité quelque peu préoccupante, car de sérieux problèmes persistent dans mon pays en ce qui concerne la qualité de l'enseignement. Si ces problèmes ne sont pas pris en compte et réglés à temps, ils pourraient compromettre le développement de l'éducation et la réalisation des objectifs préconisés à Dakar. S'il est vrai que l'éducation joue un rôle important dans le développement de l'individu en société, il n'en est pas moins vrai que ce rôle dépend de la qualité de l'éducation.

7.5 Monsieur le Président, mon gouvernement veut saluer l'engagement de l'UNESCO dans la nouvelle initiative sur l'alphabétisation et dans l'initiative sur la formation des enseignants en

Afrique subsaharienne. Aujourd'hui encore, quelque 550 millions de femmes et 300 millions d'hommes ne savent ni lire ni écrire, et cela constitue un obstacle majeur au progrès économique et social de nos pays. C'est pourquoi nous saisissons cette occasion pour saluer l'organisation du premier Congrès mondial de l'alphabétisation qui se tiendra sous les auspices de l'UNESCO à La Havane (Cuba) du 31 janvier au 4 février 2005, et exhortons le Directeur général à renforcer l'appui de notre Organisation au plein succès de cette initiative.

7.6 Le VIH/sida est devenu la première cause de mortalité en Afrique. Cette pandémie, avec ses effets et son impact sur nos sociétés, prend des proportions effrayantes et représente déjà une menace objective pour l'exercice des droits fondamentaux du citoyen, pour l'harmonie sociale et pour le développement économique de beaucoup de nos pays.

7.7 Monsieur le Président, ma délégation veut donc encourager le Directeur général à poursuivre tous les efforts de notre Organisation en faveur de l'Initiative mondiale pour étendre l'éducation à la prévention du VIH/sida, dans le cadre global du combat de ce fléau. Nous sommes convaincus que l'efficacité accrue de l'UNESCO passe par l'adoption dans le cadre de l'Initiative mondiale, de mesures novatrices propres à resserrer le lien étroit entre la mise en œuvre de l'EPT et la prévention contre le VIH/sida. Le Gouvernement cap-verdien reconnaît le rôle de la culture en tant que composante essentielle de l'expérience humaine et sa valorisation comme un élément fondamental du renforcement de l'identité nationale. Sans méconnaître d'autres formes d'affirmation nationale, également nécessaires, nous croyons que c'est à travers la culture que nos pays peuvent apporter leurs contributions à la concrétisation de cette idée de "village planétaire", tout en préservant et enrichissant nos identités culturelles. Le Cap-Vert se réjouit donc des résultats obtenus dans le cadre de l'UNESCO concernant le projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques.

7.8 Monsieur le Président, permettez-moi pour conclure de dire que, sans prétendre désigner la priorité parmi les priorités et sans nier la cohérence des objectifs sous-jacents à ces priorités, il me semble évident qu'aucun objectif ne saurait être pleinement et durablement atteint sans un combat acharné contre l'illettrisme et la sous-scolarisation. Merci de votre attention.

M. Wrede reprend la présidence.

8.1 M. ROS (Cambodge) *in extenso* :

Monsieur le Président du Conseil exécutif, Monsieur le Directeur général, mes chers collègues, il m'est très agréable de me retrouver parmi vous et je tiens, sans plus tarder, à vous assurer que le Royaume du Cambodge, que j'ai l'honneur de représenter dans cette enceinte, est déterminé à coopérer avec l'ensemble des États ici présents pour la mise en œuvre d'une politique de paix active, de lutte contre l'intolérance et la violence et, surtout, de développement durable afin d'éradiquer, étape par étape, la pauvreté, à l'origine de tous les déséquilibres.

8.2 Monsieur le Président, le Gouvernement royal du Cambodge, qui vient, conformément à la Constitution, d'être investi par Sa Majesté le Roi Norodom Sihanouk, s'est attelé depuis quelques mois à la grande tâche du développement. Sous la conduite de Son Excellence Samdech Hun Sen, il a désigné la lutte contre la pauvreté comme l'une de ses grandes priorités. À ce titre, l'expérience de l'UNESCO dans ce domaine crucial, tout comme la contribution des États qui souhaitent continuer de soutenir le Cambodge, sera d'un apport décisif. Notre Commission nationale pour l'UNESCO compte justement confirmer cette orientation dans le cadre de ses relations internationales. De même, je compte fournir à mes collègues, comme à Leurs Excellences les ambassadeurs délégués permanents des pays qui accordent leur soutien financier, technique ou scientifique au Cambodge, toutes les informations utiles sur la politique du Gouvernement royal dans ces domaines essentiels que sont l'éducation, la science et la culture.

8.3 En ma qualité d'architecte du patrimoine et de responsable du Département des monuments et de l'archéologie pour le site d'Angkor, je voudrais naturellement souligner l'importance de ce bien culturel inscrit sur la Liste du patrimoine mondial, qui tient à son étendue (40 000 hectares) et aux valeurs insignes qu'il recèle. Je voudrais saisir cette occasion pour remercier l'UNESCO et le Comité du patrimoine mondial d'avoir retiré Angkor de la Liste du patrimoine mondial en péril, récompensant ainsi tout le travail effectué depuis son inscription par la communauté internationale et les autorités cambodgiennes. Je ne manquerai pas de féliciter et de remercier le Gouvernement chinois et la municipalité de Suzhou pour l'organisation de la 28^e session du Comité du patrimoine mondial et pour leur accueil. Comme vous le savez, le site d'Angkor est exemplaire non seulement sur le plan du patrimoine culturel, de l'environnement et de l'écologie, mais aussi en ce qui concerne la diversité culturelle, enjeu essentiel pour l'UNESCO et la grande majorité des États membres.

8.4 À cet égard, je voudrais, à la suite de mes collègues, me féliciter de l'excellent déroulement de la récente réunion sur la diversité culturelle et sur les progrès obtenus. Dans le cadre de l'action normative engagée à l'initiative du Directeur général, nous souhaitons nous aussi appuyer pleinement les deux autres avant-projets de convention portant respectivement sur la lutte contre le dopage dans le sport et la bioéthique. Nos félicitations vont à Monsieur le Directeur général, Son Excellence Koïchiro Matsuura, et à ses collaborateurs, en particulier Monsieur le Sous-Directeur général pour la culture, Mounir Bouchenaki. Je voudrais qu'ils soient tous assurés qu'ils trouveront dans le Royaume du Cambodge un interlocuteur attentif, un allié actif et un partenaire motivé. Dans le cadre de cette politique, nous souhaiterions réaffirmer notre engagement et notre volonté de favoriser l'éducation pour tous (EPT) conformément aux objectifs définis par le Forum mondial de Dakar. Nous pensons que l'éducation en zone rurale est l'une des clés de la réalisation des objectifs de l'éducation pour tous. Parallèlement, l'UNESCO doit jouer un rôle plus dynamique dans le cadre de la Décennie des Nations Unies pour l'alphabétisation et de la Décennie des Nations Unies pour l'éducation en vue du développement durable ainsi qu'en matière d'éducation aux valeurs, tout en accordant une attention particulière à la question de la condition, de la rémunération et du perfectionnement professionnel des enseignants.

8.5 Le Cambodge réaffirme également sa volonté de lutter contre la pandémie du VIH/sida. Avec l'aide de l'UNESCO, il a mis en place un programme qui promeut l'utilisation des activités culturelles et artistiques pour permettre aux jeunes de vivre avec le sida, en privilégiant leur rôle aussi bien comme agents d'éducation que de sensibilisation du public ou encore pour lutter contre la discrimination à l'égard des personnes séropositives. Nous souhaitons que l'UNESCO poursuive son approche intersectorielle afin de développer davantage l'éducation préventive face à ce fléau.

8.6 Monsieur le Président, chers collègues, malgré la modestie de notre contribution financière au budget de l'UNESCO, nous sommes déterminés à soutenir la volonté d'accorder à cette organisation internationale irremplaçable et incontournable les moyens financiers et les ressources humaines pour répondre à l'attente des pays démunis, pour mener à bien la mise en œuvre des programmes élaborés par la Conférence générale et clarifiés par le Conseil exécutif, pour contribuer surtout à un partenariat universel pour la concorde et la paix entre les peuples. Certes, notre pays manque de ressources et d'experts, certes un passé tragique a laissé des séquelles dans notre présent, mais notre volonté reste ferme de tout faire pour vaincre la pauvreté et le sous-développement.

8.7 Monsieur le Président, vous me permettrez pour finir d'insister, de nouveau, sur l'importance, aujourd'hui et pour l'avenir, de la notion de développement durable. C'est la voie de la survie. Aussi le Royaume du Cambodge est-il déterminé à tourner définitivement la page du passé douloureux, à s'inscrire dans la perspective d'un avenir qu'il souhaite heureux et à choisir résolument les voies de la paix, de l'amitié et du partenariat. Prendre position contre la violence et les forces de régression n'est pas pour mon pays un choix rhétorique ou conjoncturel. C'est plutôt un

choix de civilisation, une option définitive, conforme aux idéaux de l'UNESCO. Je vous remercie de votre attention.

9.1 Mr HEPBURN (Bahamas) *in extenso*:

Mr President of the General Conference, Director-General, distinguished colleagues. Mr Chairman, it is a pleasure for me to see you in the chair once again, and my delegation is convinced that under your guidance, we shall be able to conclude our deliberations in a timely and orderly fashion, and in this regard, please know that the Bahamas delegation is at your service. Allow me, Mr Chairman, to digress for a moment to express to the Director-General the singular honour of my government in welcoming him and his delegation to the Bahamas last May. Mr Director-General, the government was particularly gratified by your participation in the activities surrounding the International Year to Commemorate the Struggle against Slavery and its Abolition (2004), your visits to the local villages, your encouragement for the programmes in special education; your launching of phase 2 of YouthPATH, and the introduction of the travelling exhibition *Lest we Forget: the Triumph over Slavery* – a creation of the Schomburg Center for Research in Black Culture and the New York Public Library, in cooperation with the UNESCO Slave Route project, everyone marvelled at your energy and enthusiasm as you followed the hectic schedule arranged for your visit.

9.2 Mr Chairman, this is the sixth time that I have had the privilege to participate in the general debate of the Executive Board since the Director-General assumed leadership of this august body. His precise and succinct presentation was also comprehensive in nature. In my humble opinion, he has learned that “less is more”, to coin a phrase. This achievement can also be attributed to the effective teamwork of the Secretariat.

9.3 Mr Chairman, these debates are geared for sound bites, so I will highlight only a few aspects of the Director-General's report. In the first of the divisions in the Director-General's report, dealing with the budget, my delegation wishes to endorse the remarks to be made by the representative of Jamaica. The Director-General's assessment in Major Programme I describes education for all (EFA) as the core purpose of UNESCO's mandate. Its simple message “basic education for all” takes into account that in the final analysis every individual would have to achieve the same level of education. The vulnerability of which he spoke earlier becomes ever present if this plan is to be accomplished. What is needed most urgently is the support of every Member State whether through implementation of programmes, extrabudgetary resources or special contributions. Along these lines, my delegation welcomes the initiative of Cuba to host the first World Congress of Literacy to be held in Havana in 2005.

9.4 Mr Chairman, in any large regional organization there is always competition for recognition. Often it is the squeaky wheel that gets the oil. My delegation is satisfied that the Director-General is aware of the peculiar needs of the Latin America and the Caribbean region, and requests that in the document 33 C/5 he takes into consideration the priorities of the region as agreed in the Aruba meeting held in May 2004.

9.5 My delegation applauds the efforts of the Director-General in actions being taken for reconstruction in conflict-affected countries. Efforts in this regard demonstrate that in the midst of the turmoil that chokes our world in the political, economic, social and cultural spheres, UNESCO is there trying to alleviate the crises and bring a semblance of order to the areas most seriously affected.

9.6 Part II shows that in the short space of time since the last Board meeting, there have been fruitful studies in the promotion of new initiatives in education, South-South cooperation through

conferences, seminars and special meetings such as the International Conference on Education (ICE), held recently in Geneva. On the table are other measures to promote these laudable efforts.

9.7 My delegation welcomes the developments in the natural sciences particularly those dealing with disaster preparedness. The past month has been one of great anxiety for the Caribbean region including the southern United States of America. My government appreciates the sentiments expressed here regarding the devastation in some of our islands, and is taking stringent measures to strengthen the sector which deals with preservation of our coastlines, reefs, natural and marine environment in order to be more proactive in future attacks of hurricanes which plague our region during the months of July to November each year.

9.8 The third part which deals with reform process and management holds the key to the Director-General's plan for continued success of UNESCO. My delegation urges him not to slacken the pace for equitable geographical distribution of staff, decentralization and new management tools to help realize some of the objectives that Member States expect.

9.9 My delegation is heartened to see that the renovation programme under the Belmont Plan is on track, and that special security measures are being taken to protect the territorial and personal integrity of the Organization.

9.10 Finally, Mr Chairman, distinguished delegates, I wish to point out that my commendations of the Director-General's report do not in any measure negate the many deficiencies inherent in the system or the work that still has to be done. In supporting the remarks made by the distinguished representative of Hungary on the Committee on Conventions and Recommendations, my delegation feels that emphasis on the positive aspects can encourage the Director-General to strive harder to make UNESCO an instrument of peace, justice and equality for all. Thank you for your attention.

10.1 Ms CAMPBELL (Jamaica) *in extenso*:

Mr President of the General Conference, Mr Chairman, Mr Director-General, colleagues, may I first of all commend you, Mr Director-General, for the concision of your introduction to this debate and the clarity of the documents put at our disposal. Before proceeding further with my own country's input in this debate, I wish, in my capacity as Chairperson of the Latin America and the Caribbean group (GRULAC), to submit certain proposals by my group considered indispensable for the strengthening of UNESCO's presence in our region and for the adequate implementation of its programmes. GRULAC requests that the Director-General to take into consideration the priorities of the region agreed by consensus during the regional consultation of National Commissions in Aruba from 3 to 7 May this year in the preparation of the Draft Programme and Budget for 2005-2006 (33 C/5). Due to the severe economic crisis in our region in recent years, our preference is for option 4 (zero nominal growth) corresponding to a budget ceiling of \$610 million. Accordingly, the Director-General will need to identify and propose savings in administrative and staff costs in order to obtain the necessary economies that will allow the Organization to carry out its obligations without affecting the programme. It is the view of GRULAC that the state of implementation of the Regional Education Project in Latin America and the Caribbean (PRELAC) should form a part of both the 2005-2015 EFA strategy and the Medium-Term Strategy for 2007-2008. We also hope that in the near future, an up-to-date staffing and organizational chart of the Education Sector will be made available. We also make a special appeal to all Member States to attend and actively participate in the first World Literacy Congress in Havana, Cuba, from 31 January to 4 February 2005.

10.2 As regards the proposed declaration on universal norms in bioethics, GRULAC is of the view that the list of points in the second draft declaration, prepared by the International Bioethics

Committee (IBC) on 27 July 2004, should form a part of the “specific issues” section of the third draft to be sent to Member States for consideration and comments.

10.3 Due to the recent natural disasters and their aftermath in the Caribbean, we wish to urge the Director-General to give priority to programmes for disaster prevention and preparedness. As an adjunct, we would add that, in the context of sustainable development and the linkages between cultural and natural diversity, UNESCO needs to build capacities in science incorporating traditional knowledge. These could contribute to the formulation and implementation of policies directed towards the preservation of ecosystems.

10.4 Lastly, Mr Chairman, items on communication and information are absent from the current agenda. GRULAC hopes they will reappear on the agenda of 171st session of the Executive Board.

10.5 Mr Chairman, there is a jingle that children, in fact everyone, recites in Jamaica and elsewhere in the islands. It goes like this: “June too soon, July stand by, August it must, September remember, October all over.” It relates to hurricanes. This year’s season has been one of the most catastrophic in living memory in the Caribbean. Already ten hurricanes have swept through the islands and coastal zones of the Caribbean. The CARICOM States have been particularly affected, with significant loss of lives, massive destruction of property and crops, and flooding. Very few territories in the Greater and Lesser Antilles were spared either by the ravages of the winds or the flooding from the rains. The most dramatic cases include Haiti with almost 2,000 dead, Grenada with 95% of the houses and crops destroyed, Cuba with three visitations, Grand Cayman, where the eye of Ivan the Terrible passed, and Jamaica with 29 dead. In the case of Jamaica, there has been destruction and damage to schools, as well as the continuing need to use those schools left intact for housing persons who have lost their habitation and possessions. As well as schools, community libraries, an important component in our strategy to combat illiteracy, have been severely damaged by the hurricane. In some cases, not only the buildings and furnishings have been destroyed, but also the book stock. Mr Director-General, on behalf of the CARICOM States, may I commend you for the rapidity with which you offered emergency assistance to help in the restoration of the education facilities so essential to our distraught communities.

10.6 Our experience this summer and our annual dread as the hurricane season approaches underlines the importance of the proposed programme for disaster prevention and preparedness, to be promoted in the framework of the International Strategy for Disaster Reduction. Small islands and coastal zones are particularly vulnerable to natural catastrophes. Their economic fragility is usually an impediment to their ability to cope alone with the aftermath. Consequently, they must rely on the international community and international institutions for appropriate programmes and assistance. We are already seeing evidence of that generosity.

10.7 As well as natural disasters which wreak havoc, the peoples of the world are confronted daily by evidence of man’s own inhumanity to man. We are horrified when adults are massacred, but when the lives of innocent children are involved in struggles not of their making, it seems even more inhumane. Despite our own suffering from the ravages of nature, we wish to spare a thought for all peoples in regions of conflict, and would particularly mention one of the most recent and horrific events, the massacre of the children of Beslan. On behalf of the Government and people of Jamaica, I wish to extend our sympathy to the Government and people of the Russian Federation.

10.8 To my mind, the two significant items for debate on our agenda are the preliminary proposals for the Programme and Budget for the 2006-2007 biennium and the strategic review of EFA. It is to be hoped that in the preparation of document 33 C/5 the Drafting Group and the Secretariat will take account of the priorities identified and agreed by consensus by the National Commissions of our region at the recent consultation in Aruba. A number of pertinent comments

also appear in the analysis of the questionnaires sent to the United Nations, NGOs and IGOs. In reading the account of these consultations, I took note of the pledge of all six United Nations bodies to strengthen cooperation, *inter alia*, and to avoid duplication of work. The comments of a United Nations organization, which felt that UNESCO should enhance its support for programmes where it has a comparative advantage, namely education and science, also did not go unremarked. The realization of existing duplication reappears in a comment by an NGO, which felt that UNESCO was moving in too many directions and dealing with subjects that other organizations were already addressing. This latter view was again repeated with regard to new activities in environmental ethics and human cloning. Are these views really justified?

10.9 These comments recalled an evaluation study done earlier in the year by a Swedish team on UNESCO's HIV/AIDS programme in three countries, including Jamaica, which focused on specific problems in programme delivery. The recommendations at the end of the study highlighted aspects which had wider implications for programme delivery generally in UNESCO. I wonder if this was what my colleague from the United Kingdom referred to as the Swedish model, from which UNESCO could learn valuable lessons. The evaluation study should certainly be compulsory reading for all Member States and Secretariat staff.

10.10 The strategic review of UNESCO's post-Dakar role in education for all (EFA) presents hopeful prognostics for the future. The challenge for 2005 to 2015 will be how we may together mobilize resources, financial and human, both in the field and at Headquarters, to attain the goal of being a global champion and a "change catalyst" for education for all. It will not be an easy task. Strong leadership, quality staff and timely actions will be important ingredients in accomplishing our mission or, should I say, vision.

10.11 We will comment further on programme and financial issues in the respective commissions. May I end my intervention by repeating a plea, which I made at the spring session. I had at that time suggested that developing countries should try to make even token cash contributions for the funding of the International Programme for the Development of Communication (IPDC), as the records showed that they had been the principal beneficiaries since the Programme's inception. We continue to maintain our view of the Programme's importance, and, despite our current economic situation, intend to make every effort to make a token contribution within our limited means before the end of the biennium.

11.1 Ms LITTLER (Swaziland) *in extenso*:

Mr Chairperson, Director-General, President of the General Conference, colleagues, the Swaziland delegation wishes to congratulate the Director-General and the Secretariat on the preparation and timely distribution of the documents. May we begin by endorsing what has already been said by the Vice-Chairperson for the Africa region with regard to priorities for the region. We further take note and express our satisfaction with the follow-up of decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions. Overall, we applaud the very extensive work that has taken place in programme implementation. Education for all (EFA), as the core of Major Programme I, serves to constantly remind us of the very important link between the six EFA goals, the Millennium Development Goals, and now the United Nations Decade of Education for Sustainable Development (2005-2014). This interrelation of subjects could even lead to better concentration in the implementation of activities.

11.2 We note and applaud the extensive work being done in HIV/AIDS, especially the close collaboration with the United Nations family and other bilateral donors. Especially encouraging is the launch under the leadership of UNESCO of the global initiative for HIV/AIDS prevention, entitled "An AIDS-free Generation in a Generation", which resulted from the UNESCO/UNAIDS Zambia meeting. The initiative will serve to ensure that the ravages of HIV/AIDS do not lead to

disruptions in our education systems. Without this intervention it might never be possible to achieve any development goals set by governments. We look forward to its launch.

11.3 The Swaziland delegation is particularly appreciative of the growing recognition of secondary education. This was strongly underlined at the 47th session of the International Conference on Education held in Geneva early last month. Alongside this is the important issue of quality, which has to continue to be addressed. However, it must be noted that most of our education systems are being overtaxed by the growing numbers of orphans resulting from the HIV/AIDS pandemic. The Swaziland Government has made it mandatory for all orphans to be given places in school, but this comes with several problems, the most serious being the heavy burden being placed on the education budget. We therefore appreciate the assistance being given particularly by the United Nations and the European Union in this respect.

11.4 Mr Chairperson, we also applaud the priority that continues to be given to water and associated ecosystems, and to capacity-building in basic and engineering sciences. We do however call on UNESCO to step up assistance in the areas of science and technology to help boost and ensure development in our region.

11.5 Swaziland commends the continuing programmes to promote human rights and democracy, especially through the integration of such concepts into the curriculum, a programme that is of great benefit to our youth. However, we recognize that UNESCO and the world at large is still heavily challenged in the areas of human security and peace. We continue to see unjustified loss of lives and displacement of people, almost on a daily basis. Unfortunately, natural disasters also continue to add to human suffering, causing loss of life, insecurity and increasing poverty.

11.6 The work being done in the area of culture is most encouraging as it targets key concerns linking culture and development. Further, we support the enhancing of linkages between cultural and biological diversity as a basis for sustainable development.

11.7 Communication, of course, remains vital in bringing together all that UNESCO does. We particularly support the extensive work being done towards realizing the principal priority of “fostering equitable access to information and knowledge for development, especially in the public domain”.

11.8 We note with satisfaction the continued efforts to strengthen the contribution of National Commissions to the preparation of UNESCO’s planning documents, particularly the draft C/5 document. The regional consultations enabled the National Commissions to articulate the priorities of their various regions while reasserting the important position they hold within the Organization. Lastly, we call for the strengthening of human resources in the field offices to make sure that UNESCO continues to regain its authority alongside other agencies in the field. We thank you.

Ms Inayatullah took the Chair.

12.1 Mr PIGOT (Suriname) *in extenso*:

Mr President of the General Conference, Mr Chairman of the Executive Board, Mr Director-General, dear colleagues, ladies and gentlemen. Madam Chair, let me start off on behalf of my delegation to express my sincere sympathy to our brothers and sisters in the Caribbean, notably in Grenada, in view of the painful sufferings and loss of lives they endured this hurricane season. I especially want to convey my sympathy to my colleagues from Jamaica, the United States of America, and the Bahamas who are here with us.

(L'orateur poursuit en français)

12.2 Je voudrais féliciter le Président du Conseil exécutif pour son excellent exposé. Je remercie également le Directeur général pour son introduction riche d'informations et pour les différents documents, tout particulièrement ceux qui nous éclairent déjà sur la direction à prendre pour le prochain exercice biennal. Ma délégation a toujours été favorable à un scénario prévoyant une croissance du budget de notre Organisation. Peut-être devrions-nous réfléchir davantage avant de choisir entre les options 1 et 2. À notre avis l'option 4 n'en est pas vraiment une.

12.3 Madame la Présidente, permettez-moi de revenir brièvement sur la question des objectifs de développement du Millénaire (ODM). Ma délégation accueille favorablement les initiatives déjà prises ou proposées à ce sujet par l'UNESCO. Nous sommes bien sûr impatients de connaître le sentiment du Directeur général quant à la réalisation de ces objectifs. Sommes-nous sur la bonne voie ? Et, dans le cas contraire, quelles sont les mesures correctives à prendre et des ressources financières sont-elles prévues dans le projet de budget ?

(The speaker continued in English)

12.4 Madam Chair, my delegation is very pleased to see so much improvement in the joint effort of UNESCO and UNAIDS to launch a global initiative on preventive education aimed at an AIDS-free generation. In document 170 EX/4, under main line of action 5, paragraph 25, Asia, Southern and Eastern Africa, Central and Eastern Europe are mentioned. I also read document 170 EX/5 on this issue. My delegation hopes that within the scope of the global initiative and the geographical distribution of action, attention will be also paid to the Caribbean region, a region with a high incidence of HIV/AIDS. Can the Director-General inform us of the regional distribution of this initiative?

12.5 Madam Chairman, another issue I want to raise is fresh water. My delegation highly appreciates the work of the Natural Sciences Sector as reflected in document 170 EX/4 and the link of UNESCO activities with the Millennium Development Goals (MDGs). As the Director-General knows, Suriname, Brazil and other countries in the Amazon region have pristine areas reserved, and have the potential to become the producers of fresh water for humanity. Can the Director-General inform us if a link is being developed between main line of action 2 "Water for human needs", and the effective preservation and management of the above-mentioned freshwater potential of the earth?

12.6 Madam Chair, although I found no specific main line of action on the issue of women in arts, I would still like to call your attention to this, and share with you all a positive experience I had in this field. Last year, as a Member of the Executive Board, I received a brochure entitled "On this Side of the Sky: UNESCO Salutes Women in Art". It was issued by the Bureau of Strategic Planning, Section for Women and Gender Equality Unit. I gave this catalogue to a group of women who had a collective exhibition in Paramaribo by the name "Go Girls Go". Although my intention was merely to give them an idea of what was to be seen in Paris, they asked me: "How can we participate in an exhibition organized by UNESCO?". I had no answer to their question, but I promised them that I would submit the question to UNESCO's Director-General when I was in Paris, which is what I have just done. I would appreciate the Director-General's kind assistance in this matter or an indication as to how to go about it.

12.7 Madam Chair, the final point strikes a sentimental note, which I have no doubt the entire Board will share with me. My delegation is very sad to see Mr Al Shaabi go on retirement, although we realize how much he has deserved this. On behalf of my delegation I would like to thank him for his unremitting professional guidance and the warm friendship we have had from him over the

years. We hate to see him go, but we wish him well for the future: good health and God's blessings to him and his family.

(L'orateur poursuit en français)

12.8 Madame la Présidente, permettez-moi également de saisir cette occasion pour souhaiter chaleureusement la bienvenue à notre nouveau Secrétaire, M. Parsuramen, en espérant qu'il trouvera beaucoup de satisfaction dans son travail. Je vous remercie.

13.1 M. TRAORÉ (Mali) *in extenso* :

Monsieur le Président de la Conférence générale, Madame la Présidente, Monsieur le Directeur général, honorables invités, Mesdames et Messieurs les membres du Conseil exécutif, je voudrais saluer, comme beaucoup l'ont fait avant moi, la manière dont le Président a mené jusque-là nos travaux, avec courtoisie et rigueur, deux précieuses qualités dont nos amis confucianistes disent qu'elles sont sœurs jumelles. Je voudrais aussi remercier le Directeur général et ses collaborateurs pour la qualité et la pertinence des différents rapports et documents qui nous ont été soumis. Mais, Madame la Présidente, permettez-moi, avant de faire des commentaires à ce sujet, de souhaiter bonne fête à tous les enseignants du monde - puisque nous sommes aujourd'hui le 5 octobre, Journée de l'enseignant - et particulièrement à ceux d'entre eux qui, dans les zones périurbaines et dans les zones rurales en Afrique, sont à la tête de classes de plus de 100 élèves. Il faut les saluer toujours et les remercier.

13.2 Madame la Présidente, avec votre permission, je voudrais faire quelques commentaires au nom de mon pays. Bien évidemment, comme tous les pays africains, j'approuve ce qu'a dit le Vice-Président de notre groupe, le représentant de la Tanzanie - j'ajouterais : surtout en ce qui concerne l'éducation pour tous (EPT). Nous constatons que la plupart de nos pays ont élaboré des plans d'action. Malheureusement, les moyens de les appliquer font défaut. Je voudrais inviter l'UNESCO, qui fait déjà beaucoup dans ce domaine en tant que chef de file de l'éducation pour tous, à envisager une action de sensibilisation efficace auprès des partenaires techniques et financiers, en vue de la pleine réalisation des objectifs de Dakar. Une mise en œuvre appropriée de ces volets complémentaires que sont la scolarisation et l'alphabétisation appelle plus de solidarité de la part des bailleurs de fonds. Sur cette base, l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique, l'Institut de l'UNESCO pour l'éducation et l'Institut international pour la planification de l'éducation, entre autres, contribueront, chacun dans son domaine de compétence et en toute synergie, à la concrétisation de l'éducation pour tous.

13.3 Mesdames et Messieurs, nous devons rester attentifs aux différentes composantes de l'axe intitulé "Au-delà de l'éducation primaire universelle" : la formation des enseignants et l'adaptation des programmes ; les recommandations de la Conférence mondiale sur l'enseignement supérieur et la réforme qu'elles impliquent ; le soutien aux enseignants et autres membres du personnel éducatif ; l'enseignement ouvert et à distance et, bien évidemment, la nouvelle initiative de l'UNESCO pour l'alphabétisation des exclus (LIFE).

13.4 En ce qui concerne le Secteur des sciences exactes et naturelles, mon pays soutient les actions en cours suivantes : la gestion intégrée et durable des ressources hydriques ; le rôle des réserves de biosphère comme sites opérationnels du NEPAD, dont le site de la Boucle du Baoulé choisi dans mon pays ; les nouvelles technologies de l'information et de la communication et l'appui apporté au Centre international de physique théorique de Trieste et, enfin, la mise au point d'une mallette de formation pédagogique sur les OGM. Dans le domaine des énergies durables et renouvelables, les autorités maliennes ont adressé une invitation à l'UNESCO en vue de la mise en œuvre de sa plateforme pédagogique dans le cadre d'un atelier à Bamako.

13.5 Dans le Secteur des sciences sociales et humaines de l'UNESCO, la Coopération luxembourgeoise et d'autres partenaires bilatéraux et multilatéraux sont intervenus avec à propos dans la formation aux droits de l'être humain, à la citoyenneté et à la démocratie locale. Nous saluons, dans le même ordre d'idées, l'organisation en mai dernier par la ville de Nantes et la Commission française pour l'UNESCO du Forum mondial des droits de l'homme, et souhaitons une revitalisation du programme MOST.

13.6 Le Secteur de la culture, Madame la Présidente, a retenu notre attention, d'autant plus que nous avons obtenu l'inscription du Tombeau des Askias sur la Liste du patrimoine mondial et la proclamation des festivités du Dégal Djalli comme chef-d'œuvre du patrimoine oral et immatériel. Mais nous voudrions insister sur un projet qui nous tient à cœur : le séminaire de la Convention France/UNESCO sur le thème "Le fleuve Niger : enjeux patrimoniaux et mobilisation des collectivités territoriales". C'est l'occasion de signaler les progrès réalisés dans la ratification par le Mali de la Convention pour la sauvegarde du patrimoine culturel immatériel qui a passé avec succès - enfin ! dirais-je - l'étape de l'examen par le Conseil des ministres. Le débat thématique sur les "Nouvelles perspectives et actions concrètes en ce qui concerne le dialogue entre les civilisations" contribuera, nous l'espérons, à vaincre la méfiance entre les peuples et entre les cultures.

13.7 Quant au Secteur de la communication, nous fondons sur lui beaucoup d'espoir, qu'il s'agisse du Conseil intergouvernemental du programme Information pour tous ou du plan d'action issu du Sommet mondial sur la société de l'information.

13.8 Madame la Présidente, Messieurs les présidents, honorables invités, je m'en voudrais de terminer mon allocution sans évoquer les criquets pèlerins, ces petits monstres qui sont en train, ou qui risquent en tout cas d'annihiler tous nos efforts en faveur du développement et en faveur de la scolarisation, un peu dans les pays sahariens et aussi dans tous les pays du Sahel. Il ne nous reste plus qu'à rendre grâce à Dieu que ces créatures n'apprécient ni les cahiers, ni les livres, ni les vieux manuscrits, même si elles dévorent évidemment le blé et le riz en herbe. Par la même occasion, je tiens à exprimer la solidarité de mon pays à l'égard des populations des Caraïbes, de la Floride, ainsi que de la Fédération de Russie. Merci.

14.1 Ms OLIVER (United States of America) *in extenso*:

Thank you, Mr Chairman. Mr Director-General, Excellencies, distinguished delegates, friends. When I arrived in Paris last March to take up my responsibilities at UNESCO, like most Americans, I knew very little about the Organization. Since then, I have had the opportunity to see today's UNESCO in action. Thanks to the help of UNESCO's dedicated staff, I have become familiar with many of UNESCO's programmes and activities, and now I feel as comfortable explaining the relationship of beamlines to synchrotron light technology as I do discussing the importance of the three organs.

14.2 Learning about the people and programmes of today's UNESCO has been a top priority for all of us at the United States mission and, after an absence of 19 years, we certainly had a lot to learn. Reading the documents prepared by the Secretariat for this meeting is an important part of this process, which is why I want to thank the Secretariat for making these clear, comprehensive documents available on time. The information in these documents reflects the continued struggle within UNESCO to find the right balance between its traditional role as a clearing house for ideas and the new demands it faces in implementing actual programmes on the ground.

14.3 As we confront the difficult choices that an organization with a large mandate and limited resources must face, perhaps we should remind ourselves of some of the guiding principles that were part of document 31 C/4: be strategic; be results-oriented; be an organization that prides itself on its commitment to excellence, high performance and innovation.

14.4 In my view that means that we, the Member States, must work with the Secretariat to identify priorities for the Organization, to ensure that adequate resources are linked to those priorities, to develop programmes and activities that reinforce those priorities, and, most importantly, as the French delegation has suggested, to eliminate those programmes that do not clearly contribute to those priorities. Large numbers of programmes may reflect energy and enthusiasm, but if those programmes are not linked to UNESCO's strategic objectives, they will eventually undermine its overall effectiveness. This is particularly serious in an organization like UNESCO, which has so many worthy goals.

14.5 The first step in this process must be to review what each programme has actually achieved, and if the projected results have not occurred, what lessons have been learned. Accurate information is essential in order to make good decisions. That was part of the purpose behind the request for a strategic review of the Education Sector.

14.6 Document 170 EX/4 shows that real progress has been made in linking lines of action to overall goals and priorities. Since it is still early in the biennium and only a portion of allocated funds have been spent, it is difficult to know at this point whether specific activities will in fact produce the projected results. However, given the numerous programmes described in this document, it is probably safe to assume that not all of these initiatives are of equal value, and that UNESCO should consider reallocating its limited resources to fewer programmes that could produce long-term sustainable results.

14.7 This kind of discipline is particularly necessary in an organization that tries to bring a holistic view to its work. Although it is valuable to build on synergies that exist between programmatic areas, as for example UNESCO is trying to do with its cross-sector initiatives in poverty reduction and the increased use of information and communication technologies (ICTs), it is easy to lose sight of the Organization's main objectives as additional programmes continue to be developed.

14.8 During the past several years, UNESCO has managed to reduce the level of its staff by its willingness to make tough decisions. If the additional funds provided by the United States' return to UNESCO are not enough for the Organization to function effectively within the constraints of the zero nominal growth budget policy described in option 4, it is probably time for UNESCO to look at its programmes with that same kind of tough-mindedness. A reduction in staff that is not matched by a reduction in programmes may end up having a negative effect on the quality of UNESCO's programmes. Since only the Secretariat knows the actual financial and operational details of specific UNESCO activities, it must take the responsibility for making these kinds of decisions.

14.9 As it refocuses its efforts on its core priorities, such as cultural heritage, water issues and education for all, UNESCO will strengthen its reputation for quality and excellence. This should help it develop additional partnerships and strategic alliances that can reinforce its priorities, as well as attract additional extrabudgetary contributions. There are tremendous financial resources available for well-managed results-oriented programmes in critical areas such as teacher training and literacy. UNESCO's ongoing management reforms should also help it succeed in the competition for extrabudgetary funds. However, UNESCO must show potential contributors that it is willing to support its own priorities by allocating more of its own resources to those areas.

14.10 Since one of UNESCO's top priorities is to preserve cultural diversity through the safeguarding of cultural heritage, we are pleased that UNESCO has developed results-oriented initiatives such as its programme on endangered cultural objects, the Global Alliance for Cultural Diversity, World Book Day, and the development of programmes to enhance the role of crafts and design and to promote ecotourism.

14.11 We hope that the proposed convention on the protection of the diversity of cultural contents and artistic expressions will also be effective in promoting cultural diversity. In that regard, we were pleased by the constructive atmosphere of the first intergovernmental meeting held here two weeks ago. Given the wide range of divergent views expressed during that meeting, our main concern is that we take the time necessary to reach consensus on a quality instrument.

14.12 The desire for speed also seems to be a factor in the development of a declaration on bioethics. It is difficult to understand how short deadlines can help the delicate process of drafting quality instruments in complicated areas that can withstand the test of time. The effectiveness of UNESCO's normative instruments depends on their getting widespread support from Member States. Although it would be a great achievement to draft instruments that will attract broad-based support within the proposed timeframes, we join those countries that want to be sure that we do not trade quality for speed.

14.13 In science, we note the fine work that is done by the Intergovernmental Oceanographic Commission (IOC) and the International Hydrological Programme (IHP). We approve of the focus on water issues and support the need for a cross-sector programme to promote science education. However, we are puzzled that engineering is barely mentioned in these documents. Since engineering provides the crucial link between basic knowledge and concrete results, particularly in the area of sustainable development, we would like to see an emphasis on capacity-building in engineering as well as in water and science education.

14.14 We also support the efforts of the International Programme for the Development of Communication (IPDC) to develop local media capacity. We are pleased by the Communication and Information Sector's continuing emphasis on freedom of the press, and on promoting knowledge societies through libraries, community media centres, and information and communication technologies (ICT) literacy programmes.

14.15 And while I mention education last, education for all (EFA) and the United Nations Literacy Decade (2003-2012) are certainly top priorities for both UNESCO and the United States of America. We will have additional comments on these topics at the meetings of the Programme and External Relations Commission and the Finance and Administrative Commission. However, let me point out that the strategic review of the Education Sector states that two-thirds of the core education budget, which excludes funds given to its affiliated institutes, is allocated to the field offices. Moreover, document 170 EX/4 states that 800 field office work plans were entered and updated on their behalf by a SISTER team. These documents raise the question as to whether the field offices have the mix of skills and experience that will enable them to discharge their increasing responsibilities. Since UNESCO's ability to achieve its goals both in the field and at Headquarters depends on the quality of its staff, we are pleased that personnel policies and strategies continue to be a top priority for the Organization.

14.16 Finally, UNESCO must concentrate on its areas of competence within the international community. It is tempting to try to solve all the world's problems, but over time, that will result in an ineffective organization with little to offer but good intentions. Although clearly there are overlaps with other United Nations bodies, particularly in areas like health and human rights, UNESCO's initiatives must complement the work of these other bodies, not compete with them.

14.17 Under the very able leadership of the Director-General, the Secretariat has worked hard to restructure and modernize UNESCO so that it is a more focused and results-oriented organization. We applaud the success they have had thus far, and as they face the tough decisions that lay ahead of them, they deserve our help, our advice, our gratitude and our support.

14.18 On a personal note, I will be travelling to the United States on Thursday to attend my son's graduation ceremony at Pensacola, Florida, which was almost completely destroyed by hurricane Ivan. I will certainly return next week with an even greater understanding of the effects of natural disasters and their implications for the work of UNESCO. Thank you.

Mr Wrede resumed the Chair.

15.1 Ms OMAMO (Kenya) *in extenso*:

Mr Chairman, Mr Director-General of UNESCO, Mr President of the General Conference, Excellencies, ladies and gentlemen, the Kenyan delegation expresses its gratitude to the Director-General for his lucid, informative and concise introduction of items 3.1, 3.2 and 4.1 of the agenda, and associates itself with the remarks made by the distinguished representative of the United Republic of Tanzania. In particular, my delegation appreciates and applauds the sterling efforts that have been made by the Director-General and the Secretariat in relation to the onerous task of setting UNESCO on the path to fundamental reconstruction and reform. We are encouraged by the important initiatives that have been undertaken and the impressive gains that have been made since the last session of the Executive Board. Of significance to us is the reaffirmation of the "centrality and priority of education for all (EFA) in the work of UNESCO". Accordingly, the Kenyan delegation assures the Director-General of our unwavering support in the arduous journey ahead. For we are persuaded that in seeking the higher ground, through a courageous process of introspection and re-engineering, UNESCO will reap a bountiful harvest of dynamic ideas that will invigorate the world for the betterment of all of its peoples.

15.2 Mr Chairman, for us in Kenya, the desire for social transformation and development through education constitutes a central pillar of our country's economic recovery plan. In our view, education ought to contribute to the enhancement of productivity, the improvement of skills, the reduction of social and economic inequalities, the facilitation of peace and stability and the uplifting of the welfare of Kenyans generally. As a consequence of the introduction of compulsory universal free primary education, enrolment has increased by an astonishing 1.5 million since January 2003. In addition, Kenya has achieved gender parity at the national level in primary school participation, though regional disparities still exist. Despite these achievements, the basic and essential support structures needed to guarantee the success of these programmes are held captive by the government's limited and overstretched resources. These include the provision of textbooks, the construction of adequate learning facilities, access to clean water and sanitary amenities, school feeding programmes, transport and the training and deployment of qualified teachers.

15.3 At the secondary school level, where education is neither free nor compulsory, school enrolment remains low. In fact, only 47% of those who complete primary school in Kenya go on to secondary school, and less than 10% of this group enrol in public universities for tertiary education. We are aware that many sub-Saharan African countries have had a similar experience. The goal of EFA in sub-Saharan Africa presents two key challenges, first, sustaining the advances made at primary school level and, secondly, transferring these successes to the secondary education phase, where access to education is impeded by pervasive poverty and the fragility of our economies. Nonetheless, we remain determined and we are grateful for the extrabudgetary support provided to our education sector, at the instance of the Director-General, for the improvement of physical facilities. We also commend the ingenuity of the new teacher-training initiatives to be implemented in sub-Saharan Africa in the near future. In addition, the Kenyan delegation appreciates the excellent opportunity that was presented at the recent International Conference on Education to reflect on the role of teachers and the question of quality education. It is our hope that the programmes designed by UNESCO will not only restore the dignity of the teaching profession in Africa, but will also tackle issues pertaining to remuneration and incentives for teachers. In the

absence of properly trained and motivated teachers, the dream of quality education for all in Africa will remain beyond our reach.

15.4 Mr Chairman, I must now dwell on the issue of poverty, because there is an important link between poverty and the attainment of EFA goals. The prominence of poverty in sub-Saharan Africa combined with the challenges occasioned by globalization and HIV/AIDS require UNESCO's undivided attention. Mr Chairman, let the truth be told. The lethal cocktail of poverty, disease, global inequalities, trade imbalances, spiralling debts, declining economies and the increasing marginalization of Africa within the international arena serve to undermine, dilute or at worse, to negate, achievements made by many sub-Saharan African States in their spirited endeavours to attain sustainable and worthwhile education for all, within the prescribed time lines. Here, I pause to quote the words of an African finance minister who is reported to have said: "Over the past 25 years, our continent has grown poorer – not richer; only four countries are on track to meet the MDGs in 2015. On the basis of present trends, Africa as whole will only achieve universal education targets in 2029, halving poverty will require another 100 years, and meeting the child mortality rates will only happen in 2169". Although we cannot vouch for the accuracy of these dismal projections, they do, however, reflect the crippling effect that poverty has on Africa's economic performance and the attempts by our governments to attain global development objectives.

15.5 While welcoming the pioneering role that UNESCO has played in initiating and expanding preventive education against HIV/AIDS in Africa and while also applauding UNESCO's deliberate efforts to open channels of cooperation with NEPAD and the Director-General's personal commitment to Africa, the Kenya delegation would encourage UNESCO to assume greater leadership in accelerating structured and solution-driven dialogue and coordinated actions in response to the trap of Africa's poverty and its debt burden. It must be recognized that poverty, inequality and injustice present the greatest threats to global peace and stability today. The character of poverty, its ability to dehumanize and to lay waste to the entitlement of African children to education, health, security and hope can no longer be accorded scant global attention. The under-performance and decline of sub-Saharan Africa is a global emergency and must be treated as such. There must be a movement towards new paradigms. Mr Chairman, there must be a new dawn, and new thinking about the way forward for Africa. Hence, we would urge UNESCO to use its influence in world affairs to re-educate, resensitize and refocus global concern and action on this critical matter.

16.1 M. FELDMEYER (Suisse) *in extenso* :

Nous partageons tous ici la volonté de voir l'UNESCO mettre ses compétences au service de ses États membres et de la communauté internationale en général, avec toute l'efficacité nécessaire. Je crois que c'était là le fondement de l'examen stratégique du rôle de l'UNESCO après Dakar en matière d'éducation pour tous demandé par le Conseil exécutif à sa dernière session. Au regard des résultats, l'exercice n'aura pas été vain. Il montre la nécessité qu'il y a de recadrer les efforts de l'Organisation pour améliorer la pertinence de ses activités, et il confirme aussi que cette possibilité existe. Et cela sans que le rôle de chef de file de l'UNESCO au niveau international ne soit remis en cause ; au contraire, ce rôle pourra même être affirmé. C'est avec une telle approche que les actions de l'UNESCO sur le terrain se verront renforcées, dans le contexte d'une "intervention multilatérale globale". Ainsi, la spécificité de l'UNESCO - sa valeur ajoutée - doit, croyons-nous, trouver à s'inscrire pleinement dans la coopération pour le développement au sein du système des Nations Unies. La Suisse salue les efforts entrepris en ce sens par le Directeur général et l'invite à les poursuivre, et note que les succès du processus de réforme de l'Organisation en dépendent. À cet égard, le document relatif à l'exécution du programme par les bureaux hors Siège qui nous est soumis pour examen aurait d'ailleurs pu expliciter plus avant encore la collaboration de

ces derniers avec les autres organisations. Cette "photographie" réalisée grâce au réseau décentralisé est également utile pour dresser le constat de la diversité des situations et des différentes priorités de par le monde. Mais cela ne doit toutefois pas conduire à limiter l'approche holistique et proactive que l'Organisation a la responsabilité d'assurer dans toutes les régions. Car l'UNESCO est aussi garante de la pérennisation des progrès réalisés, notamment dans les pays en situation de conflit, ou se relevant d'un conflit ou d'une situation d'urgence. À cet égard, je souhaiterais exprimer la satisfaction de mon gouvernement quant à l'engagement de l'UNESCO en faveur des pays concernés et remercier le Directeur général de tenir le Conseil exécutif régulièrement informé, parallèlement à l'examen de la mise en œuvre du programme. Dans ce contexte, la Suisse apporte son soutien à une nouvelle initiative du Centre culturel arabo-suisse de Zurich, qui a pour objectif la restitution des livres volés dans les institutions iraqiennes et la restauration des bibliothèques qui ont été pillées. Huit mille ouvrages ont pu être rachetés à ce jour.

16.2 S'agissant de l'exécution du Programme et budget du présent exercice biennal, notre examen a été guidé par le rapport sur les activités de l'Organisation en 2002-2003. Le résumé de ce document, réalisé par le Service d'évaluation et d'audit, y compris son analyse, représente une contribution importante et utile pour le Conseil exécutif. Et ce particulièrement à l'occasion de la présente session, lors de laquelle nous sommes amenés à considérer ensemble les trois périodes biennales que couvre la Stratégie à moyen terme. Tout en comprenant qu'un temps d'adaptation est nécessaire, nous constatons que certaines difficultés restent entières pour le premier semestre du 32 C/5, notamment en matière de coopération intersectorielle ou de mise en oeuvre des projets relatifs aux thèmes transversaux. Il apparaît également que certains axes d'action restent "dédoublés", laissant entrevoir des possibilités de recentrage.

16.3 Dans le domaine de l'éducation, la Décennie pour l'éducation en vue du développement durable nous paraît être un "instrument" important pour assurer la qualité de l'apprentissage, formel comme non formel, dans toutes les régions et à tous les niveaux. La Suisse compte y prendre une part active. Nous espérons que le Plan international d'action que l'Organisation présentera à la cinquante-neuvième session de l'Assemblée générale des Nations Unies sera mis en œuvre avec toute l'attention requise, convaincus que nous sommes qu'il permettra d'accroître la coopération intersectorielle au sein de l'Organisation, comme avec différents partenaires du système des Nations Unies, de la société civile et du secteur privé. Nous souhaiterions que soit organisée prochainement une réunion d'information sur les partenariats déjà réalisés, sur les initiatives engagées par les États membres et sur les manifestations marquant le lancement de la Décennie. Je n'aborderai pas ici les activités liées à l'EPT, puisqu'elles feront l'objet d'un examen approfondi dans les jours qui viennent.

16.4 Dans le Secteur des sciences exactes et naturelles, nous saluons les liens de coopération qui se sont noués entre institutions et au niveau sous-régional. En revanche, les relations internes à l'UNESCO paraissent devoir être sensiblement renforcées, voire revues au profit d'une meilleure concentration des efforts, qu'il s'agisse de consulter les autres secteurs sur des engagements en matière de coopération interinstitutions (en particulier dans le domaine de la biotechnologie) ou d'assurer la pertinence des axes d'action communs (par exemple la diversité biologique et la diversité culturelle). Le développement parallèle des actions de soutien aux politiques scientifiques et des actions liées au renforcement des capacités, pour lequel il existe une demande importante au niveau des bureaux hors Siège, mérite une attention particulière. Dans le domaine des sciences sociales et humaines, la coopération avec l'ensemble des secteurs pourrait également être améliorée, en recentrant les recherches au bénéfice de l'ensemble de l'Organisation (droits de l'homme, minorités, lutte contre le racisme, migration, développement urbain, démocratie, situations post-conflit, presse). Nous nous félicitons de ce que les travaux relatifs à la bioéthique progressent de

manière satisfaisante. Nous espérons aussi que la COMEST deviendra opérationnelle dans les meilleurs délais.

16.5 Dans le Secteur de la culture, la mise en œuvre du programme nous paraît globalement satisfaisante, même si les activités concernant le patrimoine pourraient être davantage axées sur la promotion du développement. La Suisse souhaite aussi rappeler l'importance qu'elle attache à l'élaboration de la convention sur la protection de la diversité des contenus culturels et des expressions artistiques, et elle tient à remercier le Directeur général pour l'engagement, la rigueur et la transparence dont il a fait montre. Elle est satisfaite des résultats de la première réunion d'experts gouvernementaux et espère que les propositions constructives et - nous l'espérons - novatrices que les États membres ne manqueront pas d'apporter dans leurs réponses écrites permettront d'autres progrès significatifs avant même la deuxième réunion intergouvernementale d'experts.

16.6 Je terminerai mon intervention par quelques considérations générales sur les propositions préliminaires du Directeur général concernant le Programme et budget 2006-2007. Nous nous trouvons dans une situation particulière au moment d'accompagner cet exercice de préparation. Premièrement parce que le présent exercice biennal livre à peine ses premiers résultats. Ensuite, parce que le projet à concevoir est celui qui sera appelé à clore la Stratégie à moyen terme. Le document contenant les propositions nous paraît certes suffisamment concret pour que nous puissions nous prononcer sur les orientations générales. En revanche, les informations qui devraient permettre de faire le lien avec les propositions budgétaires font manifestement défaut. La Suisse souhaite que l'ébauche du C/5 repose sur les activités et les résultats, et non pas sur les chiffres. Elle estime que le principe d'une budgétisation fondée sur les résultats est une nécessité. Si le Conseil exécutif veut pouvoir jouer son rôle, une réforme du processus et de la structure budgétaires s'impose. La Suisse n'est donc pas pour l'heure en mesure d'entrer en matière sur une proposition d'accroissement des ressources financières. En ce sens, les autorités suisses vous invitent, Monsieur le Directeur général, à préparer le projet de C/5 en suivant une approche constructive, plutôt que "déconstructive". En d'autres termes, nous attendons des propositions qui indiquent le coût prévu des activités à mener en fonction des résultats à atteindre. Merci, Monsieur le Président.

17.1 Mr ŠTRAJN (Slovenia) *in extenso*:

Mr Chairman, let me introduce this brief intervention by quoting Paul Ricoeur: "Translation constitutes a paradigm for all exchanges, not only between languages but also between cultures." This sentence appeared in the second anthology of "21st-Century Talks" entitled *The Future of Values* and edited by Mr Jerome Bindé. It is significant that the anthology, which contains contributions by some of the best living intellectuals worldwide, has been published by UNESCO – to date in its two main languages. That vivid work illustrates and demonstrates the role, function and meaning of UNESCO. These aspects are well expressed by Ricoeur's idea since UNESCO's activities are based on the "paradigm of translation" that make possible complex exchanges between cultures. And let us not forget that the very notion of culture is closely connected to the work of intellect! Therefore, books like *The Future of Values* embrace the vast field of UNESCO's activities. We sometimes tend to forget how important intellectual reflection is when we are confronting problems of a crude or even brutal nature. But it is precisely UNESCO's ability to time and again recreate a forum for study, research and passionate and deliberate debate on issues in its fields of competence that makes an important difference, by opening horizons for the future. There is no doubt, then, that intellectual endeavours, as we have here in the framework of the social and human sciences, should be further developed within UNESCO.

17.2 The intellectual forces mobilized by UNESCO have the effect, despite all the setbacks that cannot of course be ignored, of giving its activities a much broader impact than would result from greater financial resources. My delegation wishes to express its satisfaction with the evaluations of the activities, which prove that effectiveness is possible despite all the difficulties, which are

inherent in dealing with complex issues. The role of UNESCO in the Joint United Nations Programme on HIV/AIDS (UNAIDS) is clearly visible and we wholeheartedly support it. We are fully aware of the enormity of the problems in Africa. We therefore consider the UNESCO International Institute for Capacity-Building in Africa (IICBA) to be a project of the utmost importance. In line with what I said earlier, it also goes without saying that we fully support the International Centre for Human Sciences (ICHS). Similarly, UNESCO's part in elaborating the Universal Declaration on the Human Genome and Human Rights is a clear illustration of a role that could not be played by any other organization. That task has brought together institutions and experts from all fields of scientific knowledge, in a climate of political will and openness to dialogue, and is bound to produce a result of crucial importance for the future of humankind.

17.3 We would like also to congratulate the Director-General for appointing a new staff member to coordinate gender issues. My government endorses, at least thus far, the wide range of projects in the field of education. We share the view that the education for all (EFA) global initiative, which was deliberately revitalized in Dakar, opens up new paths towards a society of knowledge. Such a society would be terribly incomplete if it existed in only one part of the world. We are trying to help as much as we can, by mobilizing members of the Slovene National Commission for UNESCO and by sharing our experience and knowledge acquired through our activities in the Associated Schools Project (ASP) network. We believe that this network adds a number of elements to the quality of education. Such elements, which promote mutual understanding, underline the value of tolerance, and give meaning to learning, substantially help to attain UNESCO's goals in the field of education.

17.4 We also wish to congratulate the Director-General for an achievement of great symbolic significance; for UNESCO has played a decisive role in the restoration of the Old Bridge in Mostar in Bosnia and Herzegovina. Hearing Mr Matsuura's words at the site made us proud. That ancient bridge of unique beauty, an achievement of Ottoman architecture, also represents a link between cultures. At the same time, these cultures also have a history of bitter conflicts. In the former Yugoslavia, it was commonly believed that those conflicts belonged to the distant past. Unfortunately, as we know, this view was proven tragically wrong. But UNESCO, with its paradigm of translations between cultures, is telling us once again that we have to reconstruct hope and the will to live together, and rebuild what was once a highly regarded multicultural society. ASP schools are one of the tools to be used in that effort. Slovenia believes that through the involvement of UNESCO and the National Commissions we can translate such expectations into reality.

17.5 I congratulate the Director-General on the recent convening of the first meeting of the National EFA Forum in Montenegro, which was chaired by the President of Montenegro, the Montenegrin Prime Minister and the President of the Montenegrin Parliament, thereby demonstrating the level of interest in and importance of education in that country. Is the international community aware that in that European country, children still attend classes in four daily shifts? The Forum also provided an opportunity to exchange experience and discuss future coordination among the South-East European countries in the field of education. Yes, South-East Europe should not be forgotten; it still needs all possible attention and assistance from UNESCO and other international organizations.

17.6 My country is also promoting activities for the revitalization of science and science policy. We invite the Director-General to extend his support in this field through the Bled Forum, which will be held in Slovenia this April. The Forum, in which scientists, researchers, parliamentarians and science reporters will participate, will be organized in close cooperation with the European Union, and will serve as a round table for discussion of science policy and cooperation among the Southeast European countries. It will also serve as a forum for discussion on issues relating to women in science. Thank you very much, Mr Chairman.

18.1 Ms CARRIERE MOMPLE (Mozambique) *in extenso*:

Mr Chairperson, Mr President of the General Conference, Mr Director-General, dear colleagues, I would like to join my voice to those of the African delegates who have intervened in this plenary session, particularly the distinguished representative of the United Republic of Tanzania. In the first place, I wish to congratulate the Director-General and the UNESCO Secretariat on the preparation of the documents submitted for our consideration. Mozambique congratulates the Director-General on the clear presentation of the four scenarios based on four different budget levels. My country endorses option 1 since it allows the main priority areas to be maintained.

18.2 Mr Chairperson, my country has already approved its education for all (EFA) national action plan, and we would like UNESCO to continue to provide support for the implementation of this plan, mainly in the fields of illiteracy, adult and vocational education, and basic education.

18.3 Within Major Programme II, my delegation congratulates India on the creation of a regional centre for biotechnology training and education, and we would appreciate it if the benefits of this centre could be extended to developing countries, such as Mozambique, within the framework of South-South cooperation.

18.4 Regarding culture, and specifically the rehabilitation of the Fortress of St Sebastian, on the Island of Mozambique, my country continues to be committed to restoring and valuing not only the fortress, but also the Island of Mozambique as a World Heritage site. The management plan has been implemented with the active involvement of the local community and considerable support from UNESCO.

18.5 Mr President, as you may know, this year Mozambique had the honour to host two important meetings: the consultation meeting of the African National Commissions for UNESCO on preparation of the Draft Programme and Budget for 2006-2007, and the meeting of the National Commissions of the Community of Portuguese-Speaking Countries (CPLP). We are happy to see that the recommendations made at the first meeting were integrated into the Director-General's proposals. With regard to the CPLP meeting, Mozambique would appreciate it if the recommendation on the creation of a coordination unit for the CPLP countries at UNESCO Headquarters could be implemented as soon as possible.

18.6 We also have the pleasure to inform that Mozambique will organize a meeting of ministers of science of the CPLP countries in November 2004, during the celebrations of the International Week of Science and Peace.

18.7 Mr President, the world continues to face a number of problems, including underdevelopment, absolute poverty, conflicts, refugees and displaced persons, as well as the high level of HIV/AIDS infection, all of which have a negative effect upon the welfare of its people. Nevertheless, it is our hope that UNESCO will be able to come up with new constructive strategies to guide us in our task of building a better world based on solidarity and mutual respect for differences and diversity. Thank you.

Mr Sheya took the Chair.

19.1 M. ASSAMBA ONGODO (Cameroun) *in extenso* :

Monsieur le Président de la Conférence générale, Monsieur le Président, Monsieur le Directeur général, Excellences, Mesdames, Messieurs, c'est pour moi un réel plaisir et un honneur de prendre la parole au nom de mon pays, le Cameroun, qui vous adresse, à vous tous et aux pays que vous représentez, un salut fraternel. Je voudrais saisir cette occasion pour transmettre les

sincères condoléances de mon pays aux proches des victimes des ouragans qui ont dévasté ces dernières semaines les Caraïbes et les États-Unis, ainsi que de celles des tragiques événements survenus le mois dernier à Beslan.

19.2 Monsieur le Directeur général, mon pays a suivi votre intervention avec une attention particulière et tient à vous féliciter, non seulement pour votre action à la tête du Secrétariat, mais aussi et surtout pour le document que vous avez présenté à l'examen du Conseil exécutif. Nous tenons à saluer ici la clarté qui caractérise ce document ainsi que son impressionnante qualité.

19.3 En ce qui concerne l'éducation pour tous (EPT) et plus précisément le rôle de l'UNESCO après Dakar, nous tenons à saluer la place centrale et la priorité que l'UNESCO accorde à l'éducation pour tous dans son travail, comme indiqué dans le document 170 EX/8 sur le processus d'examen stratégique. N'a-t-on pas coutume de dire "l'éducation, l'éducation, encore l'éducation et toujours l'éducation" pour souligner son importance dans la vie de chaque jour et tout au long de celle-ci ? C'est le lieu ici d'apporter notre appui au premier Congrès sur l'alphabétisation, qui aura lieu à Cuba. Cette éducation grâce à laquelle nous devenons citoyens du monde et non assujettis à lui, grâce à laquelle des conflits de tous genres peuvent être évités et mieux gérés, cette éducation, Monsieur le Directeur général, nous y tenons et c'est pour cela que nous souhaitons vivement que les conclusions de Dakar soient suivies d'effet. En cela, nous rejoignons et partageons sans réserves les préoccupations de l'Afrique tout entière et du Président du groupe qui la représente au Conseil exécutif.

19.4 Mon pays salue également la création par le Directeur général d'une Équipe spéciale intersectorielle sur l'EPT et d'un Groupe de coordination du Secteur de l'éducation sur l'EPT chargé d'appliquer les engagements pris en la matière. Nous estimons que l'UNESCO doit continuer à jouer son rôle de chef de file dans ce domaine avec, bien sûr, la coopération et le concours des autres institutions et de ses partenaires. Nous saluons également le rôle de l'UNESCO dans la reconstruction des pays affectés par les conflits, tels l'Iraq, l'Afghanistan, la Bosnie-Herzégovine, la République démocratique du Congo, l'Angola, la Côte d'Ivoire et le Libéria. Nous souhaitons aussi que son action s'étende désormais au Soudan.

19.5 S'agissant des points saillants de l'activité de l'Organisation depuis la dernière session du Conseil, nous nous réjouissons, en ce qui concerne l'éducation, de l'Initiative mondiale pour étendre l'éducation à la prévention du VIH/sida proposée par le Directeur général ainsi que de la nouvelle initiative sur l'alphabétisation dans le cadre de la Décennie des Nations Unies pour l'alphabétisation. La Conférence internationale de l'éducation a permis aux 137 États membres présents de débattre de la qualité de l'éducation, notamment de ses liens avec des thèmes tels que l'inégalité entre les sexes, l'exclusion sociale, le rôle des enseignants et la construction des compétences tout au long de la vie. Nous souhaitons vivement que les conclusions de ces assises soient suivies d'effets concrets. Nos espoirs s'étendent également à la Convention internationale contre le dopage dans le sport qui permettra à l'humanité de sanctionner les dérives et les fraudes et de réaffirmer le rôle éthique et le rôle de conscience morale de l'UNESCO.

19.6 En ce qui concerne les sciences, le Cameroun soutient les efforts visant à adopter une déclaration sur les normes universelles en matière de bioéthique. Nous nous réjouissons également des conclusions du Sommet mondial sur les observations de la Terre tenu à Tokyo en avril 2004.

19.7 Le Cameroun, terre où près de 300 ethnies cohabitent harmonieusement, reconnaît l'importance de la culture comme élément essentiel de la vie des peuples. À cet égard, il attend beaucoup du projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques, qui a fait l'objet d'une première réunion d'experts gouvernementaux tenue à Paris, et nous voulons vous promettre ici que nous soumettrons en temps utile nos commentaires.

En ce qui concerne le processus de ratification de la Convention pour la sauvegarde du patrimoine culturel immatériel, il est en cours dans notre pays et nous permettra à terme de mettre notre législation en conformité avec le dispositif juridique mis en place par l'UNESCO dans le domaine de la culture.

19.8 Monsieur le Directeur général, nous voulons vous dire ici que nous rejoignons et partageons entièrement les préoccupations des pays africains, telles que les a exposées leur représentant au Bureau du Conseil, en ce qui concerne les options budgétaires.

19.9 Pour terminer, Monsieur le Président, le Cameroun salue le partenariat instauré entre l'UNESCO et l'Afrique dans le cadre du NEPAD, ainsi que les efforts entrepris en matière de réforme et de gestion, qui visent à faire de cette organisation intellectuelle une structure efficace et proactive tournée vers les résultats, confortant ainsi une dimension morale dont le monde a besoin et qui constitue le socle de la paix internationale. C'est sur cette note d'espoir que je conclus en vous remerciant.

Mr Wrede resumed the Chair.

20.1 Mr OMOLEWA (President of the General Conference) *in extenso*:

Mr Chairman, Mr Director-General, distinguished Members of the Board, Excellencies, ladies and gentlemen, I am indeed honoured and happy to participate once again in the work of the Executive Board, as you commence your deliberations at this 170th session. This is a most important session because it is the meeting point of the consideration of the past, the examination of the present and the planning of future activities of the Organization. You have before you the report on the implementation of the programme and budget for the last biennium. At the same time, the External Auditor's report covering the same period is presented for your appreciation. If you add to these the Director-General's report on the activities undertaken during the first half or so of the biennium, and his proposals for the programme and budget for the next biennium, this session has firmly in hand the ingredients for appraising our performance in the past and in the present, as well as those for pronouncing yourselves on our future activities.

20.2 UNESCO continues to be in the very centre of the search for the means of improving the lot of the peoples of the world. Therefore our commitment and determination and the seriousness with which we, in UNESCO, shoulder our responsibility must always reflect that centrality. Every effort of UNESCO to implement its purposes and functions must manifest itself in concrete results that move us nearer to our goal. But the work of UNESCO is never done, and new challenges call for innovation and further commitment. For, although we may not always realize it, it is indeed often our duty to restore hope, optimism and faith for those in need and those afflicted by all kinds of violence and disasters. This we must always keep in the forefront of our thoughts, plans and proposals as we face the daunting task of examining the proposals that the Director-General has presented to us for our Programme and Budget for 2006-2007.

20.3 Ladies and gentlemen, as you are aware, since the beginning of the biennium I have had the privilege of taking the message of UNESCO to several parts of the world, and participating in a number of meetings both here at Headquarters and in Member States. Within the context of the proclamation of 2004 by the United Nations as the International Year to Commemorate the Struggle against Slavery and its Abolition, I took part in the celebrations in Haiti, marking the bicentenary of the proclamation of this first black State. As a historian myself, I was excited by the opportunity to join in the celebration in Haiti. Together with His Excellency Ambassador Hans-Heinrich Wrede, I also participated in the exquisitely organized 28th session of the World Heritage Committee in Suzhou, China. I would like to take this opportunity to thank most warmly the host countries of these activities, the Governments and people of Haiti and China for their excellent organization and

welcome. I also wish to sympathize with Haiti and all the countries that have been affected by recent hurricanes, in the Caribbean and Florida.

20.4 Thanks to the constructive spirit of the debates held during the 32nd session of the General Conference and the 169th session of the Executive Board, and despite the evolution of the situation on the ground, UNESCO has been able to strengthen its action in the Middle East. The sixth meeting of the Joint UNESCO/Palestinian Authority Committee took place at UNESCO Headquarters on 15 and 16 July 2004. In accordance with 169 EX/Decision 3.7.1, new steps have also been taken with regard to the safeguarding of the cultural heritage of the Old City of Jerusalem. In this regard, I wish to inform you that I was asked to participate in the event that celebrated the inscription of the “White City of Tel Aviv: the Modern Movement” on the World Heritage List in June 2004. My gratitude goes to the Mayor of Tel Aviv and the Government of Israel for this kind invitation.

20.5 I would also like to recall three other visits to Member States, in the context of UNESCO’s cultural interests. At the kind invitation of the Kingdom of Morocco, a good number of Permanent Delegations were able to savour the cultural wares of that country during a tour that took us to several cities, among them the historical cities of Marrakesh, Casablanca, Agadir and Tam-Tam. In Senegal, in pursuit of a programme of sensitization in the field of cultural heritage, I was happy and proud to participate in the vigorous effort mounted by the Culture Sector to increase awareness as concerns the importance of UNESCO’s normative action in culture, especially on the intangible cultural heritage. The gestures by these Member States to foster these activities show their increased awareness of the importance of UNESCO’s contribution to the sharpening of the international focus on the richness and strength of the diversity of our cultures. This same awareness informed the journey to Italy and the Vatican in the company of the Chairman of the Executive Board and several other distinguished Ambassadors, when we were able to meet the Holy Father himself, Pope John Paul II, and to visit several important cultural sites in a programme very kindly and efficiently prepared by the Vatican and the Italian authorities.

20.6 Here at Headquarters, I participated in the first intergovernmental meeting of experts on the preliminary draft of a convention on cultural diversity, concerning the protection of the diversity of cultural contents and artistic expressions, to be presented to the General Conference at its 33rd session. This work, flowing from the resolution adopted at the 32nd session, represents a huge step forward towards implementing strategies on cultural diversity preservation at the national and international levels. Finally I was also present, here at Headquarters, in September, at the forum of subregional and regional organizations meeting to support cooperation between UNESCO and NEPAD (FORASUN). As a result of that meeting, FORASUN and UNESCO identified priority areas of joint action in the Organization’s fields of competence.

20.7 In the field of education, I had the privilege at the beginning of September of participating in the International Adult Learners Week 2004, together with the National Adult Learning Network in South Africa during that Member State’s celebration of 10 years of freedom. I wish to congratulate the Government of South Africa and the UNESCO Institute for Education (UIE) in Hamburg, Germany, on this brilliant initiative. The lesson was clearly drawn at that meeting of the importance of the quality of learning and thus of a vibrant tertiary education support and research for basic education. Let it also be clear that the realization of the right to education as a fundamental human right and the provision of equal opportunities for education for all (EFA) constitute the core of UNESCO’s constitutional mission and is our highest priority. In our role at the global level, we have to focus on promoting normative standards and on the importance of putting them into practice. In our drive for EFA, the new literacy initiative for the excluded is of crucial significance, even as we have to pay special attention to quality and standards in higher education.

20.8 As I promised at the last session of the Board, please allow me now to briefly give you an update on the progress of the work concerning the relation between the three organs of UNESCO. I am delighted that one of the excellent core members whom I appointed to the group, the Ambassador of Jamaica, is being honoured by her government during the next few days.

(L'orateur poursuit en français)

20.9 Mesdames et Messieurs, je suis heureux de vous informer que, depuis la dernière session, l'application de la résolution concernant le Groupe de travail ad hoc chargé d'examiner les relations entre les trois organes de l'UNESCO a beaucoup évolué. Comme vous le savez, le Groupe de travail ad hoc tiendra sa deuxième réunion du lundi 18 au vendredi 22 octobre 2004, juste après la clôture de la 170e session du Conseil. Des membres du Groupe ont été très actifs depuis leur première réunion en avril dernier et nous disposons donc d'un bon nombre de contributions qui constituent une base solide pour entamer une discussion de fond sur cette question importante pour l'avenir de notre Organisation. Les journées du 18 au 22 octobre seront donc consacrées à un débat sur les différentes idées et opinions exprimées par les experts destiné à dégager des positions consensuelles en vue de la rédaction du rapport final du Groupe. Nous aurons également l'honneur de compter parmi nous, le mardi 19 octobre, trois invités spéciaux qui feront partager au Groupe de travail la riche expérience en matière de gouvernance et de réforme institutionnelle qu'ils ont acquise au sein d'autres organisations internationales.

20.10 Monsieur le Président, j'espère vivement que ces cinq jours de travail intense serviront à tirer des conclusions susceptibles de devenir des recommandations précises en vue du renforcement des rôles respectifs de nos organes directeurs. Conformément aux termes de la résolution, ces recommandations seront présentées à la Conférence générale à sa 33e session, accompagnées des commentaires du Conseil exécutif qui - à cette fin - en prendra connaissance à sa prochaine session, au printemps 2005. Puis-je vous rappeler que les réunions du Groupe de travail ad hoc sont ouvertes à la participation, en tant qu'observateurs, des représentants de tous les États membres ? J'espère donc vous voir nombreux le lundi 18 octobre à 10 heures en Salle IV.

(The speaker continued in English)

20.11 Ladies and gentlemen, undoubtedly the most important question which this session will tackle is the beginning of the preparation of the Programme and Budget for 2006-2007. In other words, the future activities of the Organization. This is a most important responsibility, which must be approached with all the seriousness it deserves. We are all looking for a happy outcome of our deliberations in that regard. Your recommendations will also be of great importance to the Permanent Delegations forum, which will have its next session on the afternoon of 2 November. You will remember that this is the continuation of our successful tradition, instituted by my predecessor, the poet, singer and musician, Ahmad Jalali, of holding informal discussions on topics of importance to the evolution of UNESCO. The subject of the debate at this next meeting will be "UNESCO, what future?". We are glad that our dear sister, Ms Françoise Rivière, will serve as one of our keynote speakers, together with other distinguished Permanent Delegates.

20.12 Mr Chairman, as I will take leave of you before the conclusion of this session, please allow me to add my voice to the many who have expressed their appreciation of the value of the service of our outgoing Secretary, Mr Mohamed Al Shaabi. We will all miss his quiet efficiency and unfailing courtesy as he managed – without seeming so to do – all 58 of us, without any fuss!! We will miss you. But we wish you all the very best as you start on your well-merited retirement.

20.13 Ladies and gentlemen, there is no doubt that our efforts, as Member States, to see our Organization move forward through a series of reform programmes, are beginning to bear fruit;

good fruit. We are conscious of the tremendous contribution that the Director-General continues to make to this burning issue which is so vital to the future of UNESCO. It is in the light of this that we express our profound appreciation of the Director-General's leadership which, we are happy to note, has contributed to increased confidence in this Organization. We should continue to build on this sure foundation in our cooperative effort for progress for us all, through UNESCO. I wish you *bon courage* as the work of the session gets into its stride for, assured as we are by the leadership of the Chairman of the Board, our work will be crowned with success. I thank you very much for your attention. God bless you.

The meeting rose at 5.50 p.m.

FIFTH MEETING

Wednesday 6 October 2004 at 10.15 a.m.

- Item **3.1** REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item **3.2** REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3; 170 EX/INF.4) (*continued*)
- Item **4.1** PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I (A) and Addenda and Corr., I (B), I (C), II and III; 170 EX/INF.3; 170 EX/INF.4) (*continued*)

1. The CHAIRMAN said that the Ambassador of Italy, who had been unable to attend the previous meetings owing to an important engagement in Trieste, would deliver his statement in the general debate immediately before the Director-General's reply.

2.1 M. CARUSO (Italie) *in extenso* :

Monsieur le Président, je tiens à vous remercier pour avoir, à titre exceptionnel, permis à l'Italie de s'exprimer ce matin et pour avoir informé les membres du Conseil de la raison de mon absence lors des séances précédentes.

2.2 L'Italie soutient avec conviction toutes les vues qui ont été exprimées par la Présidence de l'Union européenne. La liste de nos objectifs et priorités ayant déjà été dressée, j'ai donc le privilège de pouvoir me concentrer sur une seule considération, un seul sujet, un seul objectif : la paix. La paix dont le maintien représente le but principal de l'UNESCO. La paix menacée par un ennemi, haï de tous, mais présent partout : le terrorisme. Le terrorisme qui ensanglante nos pays, menace nos sociétés, nos vies.

2.3 Mais qu'est-ce que le terrorisme, sinon la lutte exécrable de groupes qui ont pris les diversités comme prétexte, comme instrument pour légitimer leur insensée révolte armée : diversité des cultures, diversité des races, et notamment diversité des expressions religieuses, diversité dans le degré de connaissance de l'autre. Diversités utilisées comme des armes pour susciter la haine et justifier l'appel au massacre de civils innocents. Face à ce fanatisme, la seule riposte défensive ou préventive c'est encore la lutte, encore la guerre, encore le massacre d'autres victimes innocentes.

2.4 Mais cette réponse représente-t-elle le seul choix possible, obligé ? Peut-on faire appel à d'autres moyens, à d'autres instruments pour trouver des solutions aux problèmes des diversités, de la méconnaissance de l'autre qui génèrent différence, méfiance, clivage entre les peuples, lutte contre des formes d'expression religieuse, parfois même à l'intérieur d'une même nation ?

2.5 Oui, la réponse est oui. Nous devons dire "oui" et nous devons agir pour faire en sorte que cette confrontation mortifère puisse redevenir dialogue. Et qui, sinon l'UNESCO, peut élaborer d'autres réponses, promouvoir d'autres chemins, mettre en place avec conviction et passion des mesures concrètes pour renouer les fils de ce dialogue interrompu ? Certes, l'UNESCO s'est lancée avec tout son poids et toute son énergie dans l'organisation de grandes rencontres sur le dialogue entre les civilisations : Paris, New Delhi, Ohrid pour ne citer que les toutes dernières - et nous-mêmes allons nous pencher sur ce thème lors du débat thématique. Mais où sont-ils, les résultats

concrets de cette action ? L'apport conceptuel, l'apport scientifique représente certes une base, mais, cet apport ne sera pas à lui seul concluant, il ne donnera ni les fruits ni les résultats nécessaires, alors que le temps passe, que les massacres sont quotidiens, que le fossé se creuse toujours davantage, et que grandissent l'intolérance et les intégrismes.

2.6 À la précédente session du Conseil exécutif, j'avais soumis à l'attention du Secrétariat un certain nombre d'idées qui me semblaient pouvoir déboucher sur des propositions précises. J'avais souhaité que le dialogue entre les civilisations se concrétise à l'UNESCO à travers des actions assurant la diffusion auprès des uns des expressions linguistiques et religieuses des autres. J'avais parlé de projets en faveur de la mobilité de la connaissance et j'avais parlé aussi de lancer une campagne d'éducation contre la diffusion et la vente des armes.

2.7 Aujourd'hui, je voudrais insister sur un thème qui me paraît fondamental et qui est certainement le plus important, le plus urgent, le plus directement lié aux espérances de paix : le conflit entre civilisations, la diversité. Je me permets d'attirer votre attention sur la nécessité de mettre en œuvre des mesures propres à favoriser tous les rapprochements possibles là où se manifestent les diversités les plus dangereuses. À ce propos, l'Italie estime nécessaire de présenter un projet de décision relatif à la constitution, au sein de l'UNESCO, d'un comité permanent pour le respect, la protection et la promotion du dialogue interethnique et des expressions religieuses. Je sais que des initiatives similaires ont déjà fait l'objet de tentatives timides de l'UNESCO dans les années passées. Je sais que les résultats n'ont pas été concluants, mais cela ne doit pas nous décourager. Un comité permanent, ancré dans les structures de l'UNESCO, établirait des programmes, des plans d'action qui seraient soumis au fur et à mesure au Conseil exécutif pour examen et décisions. L'Italie proposera dans son texte que le Directeur général soit invité à présenter au Conseil exécutif à sa 171^e session des propositions concrètes en vue de l'établissement de ce comité permanent, de façon que les dispositions relatives à son mandat, à ses moyens techniques et financiers et à sa dotation en personnel soient soumises à la Conférence générale à sa prochaine session, en septembre 2005.

2.8 L'Italie souhaiterait que ce comité permanent puisse constituer un instrument privilégié de l'UNESCO pour favoriser la meilleure connaissance et le respect de l'autre. Un exemple de sa nécessité ? Les tragiques événements actuels liés au phénomène du terrorisme montrent qu'on en est venu à prêcher la mort au nom de la diversité de l'expression religieuse, alors que rien n'est plus erroné. Ni le Coran, ni la Torah, ni la Bible ou les Évangiles ou d'autres enseignements religieux n'incitent à se faire assassin pour affirmer sa propre spiritualité. Cela doit nous convaincre que la réalisation de programmes concrets en faveur d'une meilleure connaissance de l'autre, ainsi que la diffusion de ce qui favorise cette connaissance, notamment dans le domaine linguistique, et des expressions religieuses, inspirées et gérées de façon continue par ce comité permanent au sein de l'UNESCO, pourraient peut-être réduire le fossé créé par la méfiance en contribuant à désamorcer les diversités génératrices de conflits, au profit de la paix.

2.9 Ne nous arrêtons pas aux difficultés que l'on pourrait rencontrer dans l'accomplissement d'une telle tâche. Les dangers sont immédiats et réels. Nous sommes au cœur de la mission de paix que l'UNESCO doit accomplir. Ne nous contentons pas de conférences et de colloques, réalisons des programmes précis pour que l'UNESCO s'acquitte des responsabilités et de la mission qu'elle s'est données. L'Italie reste ouverte à toutes les suggestions de ceux qui, partageant son point de vue, seront d'accord pour mandater le Secrétariat afin qu'il concrétise ce projet de constitution d'un comité permanent.

3.1 The DIRECTOR-GENERAL *in extenso*:¹

Mr Chairman, Excellencies, ladies and gentlemen, let me begin by saying how much I have appreciated your comments and observations made during the past two days. A total of 57 statements were made and they have provided much food for thought. Many delegations commented on a range of issues pertaining to the C/5 programming framework and various implementation modalities.

3.2 Several delegations underlined the need for UNESCO to align its programme priorities and approaches towards the attainment of the Millennium Development Goals (MDGs). Indeed, the Organization is very actively contributing to the preparations of the high-level review of the Millennium Declaration by the United Nations General Assembly, scheduled for September 2005 in New York. The next occasion in that regard will be the session of the Chief Executives Board (CEB) at the end of October in New York, when the chief executives of the United Nations system will determine their approach and input to this review. CEB will prepare an accountability report on the implementation by the various agencies of the Millennium Declaration – to be presented by the United Nations Secretary-General some time in May 2005 –, which will also include a section highlighting an assessment of UNESCO's assistance to countries.

3.3 Several delegations underlined the need to create a culture of results-based management (RBM) in UNESCO and to proceed further with RBM in the preparation of document 33 C/5. I was pleased to note that many of you expressed appreciation and support for the measures already taken. You have my assurance that we will proceed in this direction when preparing document 33 C/5 – and later on in regard to associated work plans.

3.4 Document 31 C/4 introduced the concept of mainstreaming the needs of certain groups and regions, which previously had been identified as priority groups with a fixed budget allocation. Mainstreaming is thus being applied to the needs of Africa, the least developed countries (LDCs), women and youth. Several speakers challenged UNESCO to demonstrate more clearly and measure more adequately the resources allocated to and used by these categories. I, for one, remain convinced that mainstreaming allows the allocation of more budgetary resources to these groups and areas than would be possible through a strict and limited budgetary provision. Monitoring results have shown that work plan allocations to Africa have run slightly higher in documents 31 C/5 and 32 C/5 than in previous biennia. But I accept that we must do a better job to highlight the often invisible allocations to and the results and impact of such mainstreaming. I will examine the possibility of including in draft document 33 C/5 a matrix along the lines suggested by the United Republic of Tanzania and Australia in order to provide more visibility which, admittedly, at times may be buried in the mainstreaming exercise.

3.5 Let me return for a moment to the case of Africa. The effect of mainstreaming will have to be combined with the budgetary allocations for the Africa Department, which had been increased in the context of the 32 C/5 real-growth budget, not least also as a result of UNESCO's wholehearted commitment to supporting the New Partnership for Africa's Development (NEPAD).

3.6 The cross-cutting projects have been evoked by a number of speakers. It is my intention to devote the next C/5 period to the completion of the ongoing projects which have proved to be successful, but need more time to bear their fruit, and, at the same time, to an evaluation of this new type of programming in order to draw lessons for the next Medium-Term Strategy. Hence, I do not envisage the launching of new cross-cutting projects in the next biennium.

¹ The text of the Director-General's reply to the general debate was also issued as document 170 EX/INF.8.

3.7 I have taken note, with satisfaction, that several delegations have presented ideas or made proposals for the establishment and designation of new category II institutes and centres under the auspices of UNESCO. Following the adoption of a strategy for such category II institutes last year by the Executive Board, subsequently endorsed by the General Conference, I believe that such suggestions are fully in the spirit of this strategy. The Secretariat will complete the required feasibility study for each proposal in order to submit its conclusions and recommendations when the item is included on the agenda of the Executive Board. In my view, the expansion of the category II institutes and centres network will be a useful tool both for drawing on expertise and skills on subjects and from regions otherwise not available in the Secretariat and to reinforce action and activities for priority programmes. This network will be a most useful modality in addition to other networks already operational, such as the traditional network of National Commissions for UNESCO and the UNESCO Chairs network.

3.8 A question was raised about the need to systematize the approach of UNESCO to prizes and to provide a synoptic view of this important modality of enhancing programme visibility and impact. I am pleased to inform you that I will submit to the Executive Board at its spring 2005 session a strategy and criteria for prizes, which are currently being developed by a task force under the DDG's leadership. Accordingly, I have suggested an embargo on the presentation of new proposals for UNESCO prizes until such time that this strategy would be completed.

3.9 Some countries welcomed the new modality of cluster consultations, which we have introduced as a substantive innovation into the programme management cycle of UNESCO. I am gratified by this acceptance. I wish to clarify the concerns raised as regards the funding of regional consultations and notably that of the Asia and the Pacific region. I wish to assure you that this mistake has been corrected and that, finally, funds from the Participation Programme were not used to finance the regional consultation in Wellington. In fact, it is now financed entirely by the funds available under the regular programme of the competent division in the Sector for External Relations and Cooperation (ERC).

3.10 I am pleased with the general satisfaction expressed by Board Members in regard to the content of my report on the Strategic Review of UNESCO's post-Dakar role in EFA, and in particular to the Review's conclusions. I have taken note of your recommendations to develop a global and country-level strategy with a year-by-year scenario for education for all (EFA) actions; this is in line with the proposed draft decision no. 8 on item 3.4.2. As for the country-level strategy, we should recognize, however, that this is primarily the responsibility of the concerned national authorities. The report on the EFA Strategic Review, item 3.4.2, will be further discussed within the Programme and External Relations (PX) Commission, enabling us to go into further details regarding the plan of implementation.

3.11 I thank the Board Members for their interest in and support for the two new initiatives on literacy and teacher training in sub-Saharan Africa, as well as the Global Initiative to Expand HIV/AIDS Prevention Education. All three are conceived as integral dimensions of UNESCO's enhanced EFA profile and all three will be well integrated into the overall strategy of the Education Sector in the next biennium and beyond. This very day, the United Nations Literacy Decade (2003-2012) is under discussion in the processes of the United Nations General Assembly and I am hopeful that UNESCO's literacy initiative will be widely welcomed as a useful and practical contribution to the Decade.

3.12 In the meantime, the process of re-visiting the work plans of document 32 C/5 has begun. Following the Executive Board session, this process will be expanded to cover the entire work plans of the Education Sector so that they relate closely to the outcomes of the Strategic Review. In this regard, let me assure you that UNESCO will continue to ensure that sub-Saharan Africa, LDCs and

the E-9 countries will remain the main targets in the Organization's programme directed towards achieving the Dakar goals.

3.13 EFA is the key point of reference and overall framework for the Organization's engagement with the MDG process and the two United Nations Decades, for which we have important coordination responsibilities: the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). As the lead agency for coordinating the United Nations Decade of Education for Sustainable Development, UNESCO is required by the relevant United Nations General Assembly resolution to make an oral presentation on progress to date before the Second Committee at the 59th session of the General Assembly on 19 October. Unfortunately, I cannot attend personally, and therefore I have asked ADG/ED a.i. to attend and make this presentation.

3.14 Please note that, at the invitation of the President of Burkina Faso, I shall be attending the Francophonie Summit in Ouagadougou on 26-27 November 2004. This summit meeting is dedicated to the theme of "Francophonie: Space of solidarity for sustainable development".

3.15 A final draft of the DESD International Implementation Scheme has been prepared in accordance with UNGA requirements and distributed to other United Nations agencies, international NGOs and other stakeholders for consultation. The English and French versions of this final draft document will be transmitted to all the Permanent Delegations of UNESCO at the end of October. The English version is presently available for distribution, while the French version is being translated. We have already organized an information meeting on the Decade during the International Conference on Education (ICE) in Geneva last month and we will organize a further information meeting with the Permanent Delegations here in Paris in order to provide a comprehensive updating on the Decade process and the next steps, as we have been doing for other important items.

3.16 I wish to express my appreciation of Germany's sustained support for UNESCO's programme in technical and vocational education over many years. Germany is also co-hosting with UNESCO an international meeting of technical and vocational education and training specialists entitled "Learning for Work, Citizenship and Sustainability", which is to be held in Bonn from 25 to 28 October 2004. I will be inaugurating this meeting together with the Minister of Education and Research of Germany and the Chairman of the Executive Board.

3.17 The Director-General's report, including a preliminary draft of the convention on anti-doping in sport, was sent out in mid-July, with comments from Member States due by mid-November. As directed by the category II meeting, the Secretariat has been working with the World Anti-Doping Agency (WADA) on the possible sharing of tasks in the ongoing monitoring of the Convention. Discussions are also continuing with the Council of Europe Anti-Doping Convention Secretariat. UNESCO's work on anti-doping is heavily dependent on extrabudgetary funds. Contributions received to date have been used carefully, but have now almost run out. I would like to take this opportunity to appeal for additional contributions from Member States in order to reinforce the Secretariat's work. Allow me to draw the attention of the Executive Board to the fact that at MINEPS IV, to be held in Athens, Greece, in early December, we hope to have a ministerial discussion of the draft convention.

3.18 I am gratified by the support expressed by numerous Member States with respect to the leading role UNESCO is playing in the field of freshwater resources and with regard to maintaining "Water and associated ecosystems" as the principal priority of the Natural Sciences Sector. Under this priority, we are working towards meeting the water-related objectives reflected in the MDGs and the Johannesburg Plan of Implementation. Our action includes the provision of greater access to

safe water and basic sanitation. Furthermore, the Intergovernmental Council of the International Hydrological Programme (IHP) called for the UNESCO-IHE Institute for Water Education to carry out a thorough assessment of the international capacity-building needs for meeting the water-related MDGs and other international targets. As a measure of the challenge ahead, preliminary estimates indicate that to meet the water-related MDGs, a 300% increase in trained water managers is required in Africa, a 200% increase in Asia and at least a 50% increase in Latin America.

3.19 The last few months have demonstrated that vulnerability and the threat to human security from natural sources are on the rise. The unfortunate number of hurricanes, floods and earthquakes with serious human and economic impact, particularly the hurricanes that devastated the Caribbean and the southern United States, struck us all. Many speakers made reference to these tragic events and to the necessity to engage in activities aimed at mitigating the effects of natural disasters. I am acutely aware of the particular vulnerability of small island nations in this regard. This reinforces my conviction that UNESCO must make a useful contribution to the Small Island Nations Summit to be held in Mauritius in January 2005.

3.20 I am increasingly aware of the need for and the importance of the Organization's work in regard to natural disasters. In my written report, I presented UNESCO's activities within the framework of the United Nations International Strategy for Disaster Reduction and the Organization's preparations for the United Nations World Conference on Disaster Reduction, to take place in Kobe, Japan, on 18-22 January 2005. I also made reference to the International Flood Initiative, and the proposed category 2 International Centre for Water Hazard and Risk Management under the auspices of UNESCO in Tsukuba, Japan. Beyond this, UNESCO, through its Intergovernmental Oceanographic Commission (IOC), is leading the world's efforts to improve the forecasting of natural disasters by improving the ability to collect data and information on the global ocean. After ten years of efforts, the Global Ocean Observing System (GOOS) has put in place new observational networks that are improving early warning for hurricanes and typhoons. The new data obtained enables better forecasts of the intensity, trajectory and the landing place of these storms and the occurrence and intensity of associated storm surges. I am very happy to note that Hungary, which was the host of the World Conference on Science, is making efforts to organize a follow-up meeting every two years.

(Le Directeur général poursuit en français)

3.21 Dans le domaine normatif, une très grande majorité de pays ont fait part de leur soutien au processus actuel de préparation d'une déclaration relative à des normes universelles en matière de bioéthique, en se félicitant notamment des nombreuses consultations engagées auprès des différentes organisations concernées ou agences du système des Nations Unies. Certaines délégations ont aussi fait valoir la nécessité de parvenir à un consensus sur un texte de qualité. Malgré les délais de travail relativement courts qui ont été impartis au Comité international de bioéthique (CIB) et à son Groupe de rédaction, je suis heureux de vous confirmer que le futur calendrier de travail continuera d'accorder une large place aux consultations : outre les deux réunions d'experts gouvernementaux (catégorie II) qui auront lieu en mars et juin 2005, une session conjointe du CIB et du Comité intergouvernemental de bioéthique (CIGB) et une session extraordinaire du CIB auront lieu dès le mois de janvier prochain. De la sorte, j'ai bon espoir que nous saurons ainsi garantir, dans le respect du pluralisme et de la transparence, la qualité du texte et les chances d'aboutir au consensus le plus large.

3.22 J'ai également pris bonne note de la volonté marquée par de nombreux pays de voir l'UNESCO poursuivre sa fonction de laboratoire d'idées et de forum intellectuel dans ses différents domaines de compétence. C'est dans cet esprit que travaillent par exemple les différents groupes de travail mis en place par la Commission mondiale d'éthique des connaissances scientifiques et des

technologies (COMEST) dans des domaines aussi essentiels que l'environnement ou le principe de précaution. Dans ce cadre, je me réjouis de voir que nombre d'entre vous souhaitent voir l'éthique des sciences et des technologies, et en particulier la bioéthique, être reconduite comme priorité de l'Organisation.

3.23 Pour ce qui est de la culture, je ne peux que me réjouir du large consensus exprimé en faveur du maintien de la priorité principale, à savoir la diversité culturelle et le dialogue interculturel. Nombre d'entre vous se sont félicités du déroulement des travaux de la première réunion intergouvernementale sur l'avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques, en saluant tout particulièrement l'esprit constructif et d'échange qui a présidé aux débats. J'espère vivement que cette première réunion a donné le ton des débats ultérieurs, et que nous parviendrons à présenter, lors de la prochaine session de la Conférence générale, un texte consensuel. Un groupe de rédaction se réunira vers la mi-décembre pour travailler sur l'avant-projet préliminaire et présenter un nouveau texte à la deuxième réunion intergouvernementale fin janvier-début février.

3.24 Vous avez été nombreux également à vous féliciter du travail accompli dans le domaine de la préservation du patrimoine culturel, qu'il soit tangible ou intangible, ou encore qu'il s'agisse des nouvelles activités lancées dans le domaine des objets mobiliers. Les ratifications déjà effectuées ou annoncées comme imminentes de la Convention pour la sauvegarde du patrimoine culturel immatériel nous laissent espérer que les 30 ratifications nécessaires pour son entrée en vigueur seront acquises en 2006. Plusieurs réunions régionales d'information sur la Convention sont planifiées entre juin 2004 et février 2005. Trois ont déjà eu lieu (Dakar et Paraty, Brésil, en juin 2004, pour l'Afrique de l'Ouest et l'Amérique latine ainsi que Cuba ; New Delhi en septembre pour l'Asie). L'Afrique de l'Est et l'Afrique australe seront sensibilisées lors d'une réunion à Nairobi en novembre. Viendront ensuite l'Europe et l'Amérique du Nord en décembre, les États arabes en janvier à Alger, le Pacifique puis les Caraïbes en février. Je serai personnellement présent aux réunions d'Alger et de la Dominique, comme les délégués de l'Algérie et de la Dominique l'ont aimablement rappelé dans leur intervention.

3.25 Nous disposerons alors, avec la Convention de 1972, de deux instruments de protection essentiels, dont il faudra veiller à assurer la complémentarité en coordonnant les initiatives prises au titre de l'une et de l'autre. La fonction normative de l'UNESCO se voit ainsi particulièrement mise en valeur, avec un éventail très complet d'instruments visant à assurer la protection et la promotion de la diversité culturelle dans ses divers aspects.

3.26 Vous avez également souligné l'importance de poursuivre les activités liées au dialogue interculturel et interreligieux, d'une pertinence accrue en ces périodes troublées où le fanatisme et les amalgames risquent d'occulter l'importance du respect fondamental que nous devons à chaque culture, et de l'égalité de dignité de toutes. J'ai écouté avec intérêt les propositions du délégué de l'Italie à cet égard, en particulier celle relative à la création d'un nouveau comité permanent qui serait chargé de ces questions. Les activités menées dans le cadre de l'Année internationale de commémoration de la lutte contre l'esclavage et de son abolition auront elles aussi largement participé à renforcer ces principes.

3.27 Certains d'entre vous ont souligné l'importance qu'il fallait apporter, dans le contexte de la diversité culturelle, à la diversité linguistique. Je ne peux qu'y souscrire entièrement. Il est vrai qu'il nous a manqué, au cours des dernières années, une approche intégrée en la matière, chaque secteur menant des activités pertinentes dans son domaine de compétence. Il est temps, je crois, d'envisager une approche plus transversale, afin que la diversité linguistique soit mieux intégrée à nos priorités sectorielles, en ce qui concerne non seulement la culture, mais également l'éducation, les sciences

ou encore la construction de sociétés du savoir. Les propositions formulées par l'Islande à cet égard me semblent devoir être examinées avec beaucoup d'attention.

(The Director-General continued in English)

3.28 I was gratified to note the support expressed by a number of Member States for UNESCO's activities in the field of communication, notably in the context of the World Summit on the Information Society (WSIS). As regards the issue raised by the Ambassador of the United Kingdom on behalf of the European Union concerning UNESCO's involvement in the promotion and protection of freedom of expression, I must say first that UNESCO's press releases are recognized and appreciated as important signals to the media profession in general, including the media NGOs and professional organizations, and first and foremost, among the media in the countries in which journalists are killed or punished. Nevertheless, I would like to remind the Board that UNESCO does much more than "condemnation through press releases". Indeed, there are numerous other ways in which UNESCO promotes and protects freedom of expression, such as the following:

UNESCO advocated freedom of expression as one of the four principles that are prerequisites for building knowledge societies during the first phase of the WSIS – UNESCO's success was acknowledged by the fact that freedom of expression was firmly entrenched in the Declaration of Principles and Plan of Action adopted at the Summit in Geneva;

UNESCO is issuing numerous statements in support of press freedom, of which my participation in the opening of the World Congress of News Agencies entitled "Information: Challenge XXI" in Moscow (23-25 September 2004) is the most recent example;

UNESCO is also providing assistance to governments in drafting new press and broadcasting legislation that respect freedom and plurality of the media, as well as assistance to independent media in post-conflict zones;

UNESCO has helped to create and is still supporting an international monitoring NGO – IFEX – which, in collaboration with IGOs, media NGOs and professional organizations, covers all serious violations of freedom of expression on the global level through an e-mail information service and an extensive website.

3.29 Our work in the promotion and protection of freedom of expression is recognized by all NGOs active in the field, including, and especially, the World Press Freedom Committee. I recently met its President, Mr Jim Ottaway, who expressed his unqualified appreciation of UNESCO's action in this area.

3.30 Concerning the importance of the use of ICTs for education highlighted by some Member States, UNESCO primarily focuses on teacher training. In this regard, I am pleased about a number of partnership arrangements developed with the private sector (e.g. Microsoft and Intel) in order to develop guidelines for the development of curricula; promote e-learning of teachers; improve access of schools to ICTs; test the possibility of sharing courses via satellite (e. g. project CLASS); and develop multilingual databanks for the use of teachers as well as have free and open software available for teachers and school administrators. With regard to using ICTs for non-formal education, one of the thematic meetings to be organized in the run-up to the second phase of WSIS is an international meeting to be co-organized by UNESCO and the Club of Rome (Paris, April 2005) on harnessing the potential of ICTs, including satellites, for capacity-building.

3.31 Many delegations have underlined the need for UNESCO to engage further in activities to promote the dialogue among civilizations and cultures in a concrete manner. Clearly, the thematic debate of the Executive Board at this session is timely. Let me only say at this stage that I have, in consultation with many interested countries and partner organizations, launched and initiated manifold activities at the regional and subregional levels which will allow us to demonstrate in more concrete terms areas and possibilities for action as well as specific follow-up steps that need to be taken by the Secretariat and can be integrated in work plans. In this context, I am looking forward to attending the regional conference on this theme to be held in Viet Nam in December.

3.32 As many delegations during the general debate have pointed out, the scourge of terrorism has not abated; on the contrary. We therefore must seriously ask ourselves how best the Organization can contribute to building a future and a culture which helps to dissuade terrorist acts. Clearly, the answer is not to be found in a quick, ready-made solution. Instead, it is a hard-slog, medium-, if not long-term effort to impact on the conditions and mindsets that give rise to terrorist behaviour. UNESCO's most effective response appears to lie in tailoring specific elements in the quality education agenda to tackle this issue, focusing on the need to instil values of tolerance, respect for the Other, mutual understanding, non-violence and respect for human rights. We have made accordingly contributions to the United Nations Secretary-General's Task Force on Terrorism and received encouragement in that regard. Clearly, we shall need some guidance from the Executive Board if we are to embark on and deepen our involvement in this very complex and difficult task.

3.33 Many Member States have noted UNESCO's efforts to respond effectively to countries in crisis and post-conflict situations, especially in the field of education and culture. There is a wide spectrum of expectations covering UNESCO's response given the great diversity of the situations mentioned. UNESCO has distinguished itself from other agencies through its multi-phase, sector-wide approach covering situations varying from post-conflict to transition, reconstruction and development phases. The types of assistance provided are essentially quality technical support to government authorities to help them prepare national frameworks and strategies, along with some basic material support to facilitate a return to normalcy.

3.34 Our responses have been adapted to the uniqueness of each situation. The services provided have corresponded essentially to building national capacity, ensuring continuity of service provision wherever possible and facilitating transition to rehabilitation and reconstruction within an approach that combines immediate actions and long-term vision. I am very proud we have succeeded in gaining wider acceptance in the United Nations system and among donors that culture is crucial for giving people affected by conflict a sense of identity and belonging that gives meaning to the efforts to reconstruct their nation. Our support to national mechanisms for promoting policy dialogue and the elaboration of national policies and strategies is designed to consolidate national unity, respect for diversity and the peace process. Our work involves building partnerships and collaboration within the United Nations and United Nations Development Group (UNDG) framework, including the United Nations Flash Appeals and Consolidated Appeals Process. UNESCO, please note, hosts the secretariat of the Interagency Network for Education in Emergencies (INEE), whose core members are three United Nations agencies (UNESCO, UNICEF and UNHCR), The World Bank and four major humanitarian NGOs. A global consultation on international response to emergency will take place in Cape Town, South Africa, later this year with the aim of defining minimum standards for education in emergencies and modalities for cooperation.

3.35 Finally, in response to the request for more information regarding the suggested "dedicated open budget line" in the next C/5, let me provide the following details. The overall purpose of such a budget line is to ensure UNESCO's strategic and operational presence at the earliest stage

possible of United Nations humanitarian and reconstruction efforts in conflict- and crisis-affected countries. Discussions on the management modalities of such a budget line are currently underway. It is clear that the *a priori* approval, by the Executive Board, for the use of this budget would be required, except for emergency measures which would be subject – as per current practices – to a *posteriori* endorsement. However, I want to make it very clear that we are envisaging a budget ceiling up to a maximum of \$5 million for this line, and I apologize for the current formulation – “open budget line” – which may have created confusion. I repeat, we are talking about a “separate budget line” with a fixed amount to be integrated in the next C/5. May I finally remind the Board that, in an effort to increase our capacity to respond in a flexible and swift manner, a Unit for Conflict and Post-Conflict Operations was recently established within the Bureau of Field Coordination (BFC). Moreover, the Africa Department has assumed greater coordination responsibilities in this area for African countries.

3.36 Finally, many interventions stated that the decentralization policy is headed in the right direction, that the introduction of cluster consultations has strengthened the participatory process, and that the revision in the programme management cycle offers field programme specialists the opportunity to formulate strategic plans with intersectoral synergies. However, concerns were voiced with regard to the inadequate level of staffing in the field offices, and to the lack of clarity of the roles of the different entities in the decentralization network. It is true that many cluster offices are still understaffed. Strengthening the human resources in the field in terms of quality is most essential for UNESCO to reinforce its country-level role. I acknowledge that this is the way forward, and I agree that strengthening human resources does not necessarily mean increasing the number of staff but adapting their profiles and level so that they meet the essential policy advise and capacity building functions they have to perform. This has a cost and our means are extremely limited. As I indicated in my opening speech, the continued improvement of decentralization depends on the budgetary option that will be finally approved by Member States for the next biennium. Should the choice be that of financial austerity, I must point out at this juncture that there would be, regrettably, little that I can do to strengthen the human resources of cluster offices.

3.37 I am pleased to note that we have considerably progressed in the clarification of the respective responsibilities and functions of the three-layered structure of regional, cluster and national offices. Following the commitment to abide by these roles made by all Headquarters and field Directors at the Global Meeting of Senior Managers last February, the Decentralization Review Task Force is currently addressing the specific problems and bottlenecks that impede their full respect. These roles, as well as the principle of subsidiarity, will be fully taken into account in the elaboration of draft document 33 C/5. Moreover, appropriate means of fostering accountability, transparency and effective lines of authority – a condition for further devolution of responsibilities are being engineered by the Internal Oversight Service (IOS), which is currently finalizing the table of the delegation of authority for the field and Headquarters.

(Le Directeur général poursuit en français)

3.38 Monsieur le Président, j'ai écouté très attentivement le débat concernant le plafond budgétaire du prochain C/5. Je note tout d'abord que beaucoup de membres du Conseil ne se sont pas prononcés, soit qu'ils estiment qu'il serait prématuré de donner une réponse, soit qu'ils réservent leurs commentaires pour la FA, soit que, sans vouloir tirer de conclusions définitives, ils aient voulu seulement souligner leur souci de ne pas voir de coupes opérées dans le programme de l'UNESCO.

3.39 Parmi ceux qui se sont prononcés, un petit nombre d'orateurs ont exprimé une forte préférence pour le scénario 1, les autres se partageant entre le scénario 2 et le scénario 4. Le scénario 2 est un scénario de croissance réelle zéro, qui ajoute donc à la base actuelle (610 millions) les coûts liés à l'inflation et aux augmentations statutaires. Mais il prévoit l'absorption des nouveaux

coûts liés au remboursement de l'emprunt et aux mesures de sécurité. Il m'a semblé que tous ceux qui acceptaient le scénario 2 auraient en fait préféré le scénario 1, mais que, compte tenu des difficultés budgétaires prévalant dans leur pays, ils se prononçaient en faveur d'un scénario moins coûteux qui permettrait néanmoins de préserver l'essentiel du programme. Ceux qui se sont prononcés en faveur du scénario 4 ont invoqué des difficultés internes d'ordre budgétaire, ou bien des raisons de principe : l'austérité est une contrainte salutaire, et tout ce qui viendrait en sus de la croissance nominale zéro doit être dûment justifié et argumenté.

3.40 Rappelons d'abord que la croissance nominale zéro, malgré son nom, représente une réduction de ressources, et que la croissance réelle zéro, encore malgré son nom, ne constitue en rien une croissance : juste le maintien de la capacité d'action de l'Organisation à son niveau actuel. Le scénario 2 n'est pas un scénario de croissance zéro *stricto sensu*, puisqu'il prévoit l'absorption de 20,7 millions de dollars d'économies. Néanmoins, comme preuve de mon souci de discipline budgétaire et de poursuite de l'effort de réforme, je m'engage à réaliser ces économies (20,7 millions de dollars) sans que cela affecte en quoi que ce soit les cinq priorités principales du programme, ni le personnel hors Siège. Je m'efforcerai même, dans la mesure du possible, de renforcer les cinq priorités de programme, et en particulier l'éducation pour tous (EPT) ; et - puisque je suis conscient de l'extrême nécessité de la chose - de renforcer le personnel hors Siège. En bref, dans le cadre du scénario 2, je compte réaliser les 20,7 millions d'économies requis, en poursuivant mon effort de rationalisation des coûts administratifs et des coûts de personnel du Siège.

3.41 Le scénario 4 demande une économie de 58,5 millions de dollars par rapport à la situation actuelle. Je ne vois pas comment je pourrais faire mieux que dans le cadre du scénario 2 en matière de réduction des coûts administratifs et des coûts de personnel au Siège. C'est un point que j'ai déjà souligné dans mon introduction avant-hier. Il me semble en effet que je ne pourrai guère absorber plus de quelque 20 millions sur ces deux postes de dépenses. Cela veut dire que les quelque 30 à 40 millions de dollars d'économies restant devront être réalisés :

- sur le programme, y compris les programmes les plus prioritaires. Ainsi que je le disais dans mon introduction à ce débat, cela équivaldra à annuler le bénéfice du retour des États-Unis, qui avait permis de renforcer de près de 26 millions de dollars le niveau de financement des programmes prioritaires. En effet, le montant additionnel représentant la différence entre les scénarios 576 millions et 610 millions, à savoir 34 millions, avait été pour l'essentiel affecté aux priorités principales. Les réductions à opérer dans le cadre du scénario 4 atteindront nécessairement des priorités principales : si l'on songe que l'éducation pour tous (EPT) représente quelque 80 % du grand programme I, je ne vois pas comment réduire encore les dépenses de ce grand programme sans toucher la priorité principale ;
- sur la décentralisation : sans même plus penser à renforcer le personnel des unités hors Siège, il faudra sans aucun doute supprimer des postes, voire fermer des bureaux ;
- sur la sécurité : nous ne serons pas en mesure de répondre aux exigences du système des Nations Unies en matière de sécurité dans les bureaux hors Siège. Pour ce qui est du Siège, il est clair qu'il faudra recourir à la générosité de donateurs potentiels.

3.42 Je ne veux pas, je n'ai jamais voulu, jouer les Cassandre. Mais il faut être très clair sur les décisions qui seront prises. Cette réduction terrible des ressources qu'impliquerait le scénario 4 (près de 60 millions de dollars) risque de stopper net le sentiment de progrès, de marche en avant que l'UNESCO avait su insuffler ces derniers temps et de provoquer une terrible désillusion au sein du personnel, de nouveau confronté à la perspective de licenciements et de réductions. Cela étant, il est vrai - ainsi que plusieurs parmi vous l'ont suggéré - qu'entre les scénarios 2 et 4, plusieurs scénarios intermédiaires peuvent être imaginés, le scénario 3 étant un exemple parmi d'autres.

J'espère qu'un dialogue approfondi pourra être poursuivi dans les deux commissions PX et FA. Je ne suis pas sûr pour autant qu'il puisse aboutir à une solution de consensus, que j'appelle bien sûr de tous mes vœux. C'est pourquoi je serais disposé, s'il s'avérait qu'une décision est aujourd'hui prématurée, à présenter au Conseil exécutif, à sa prochaine session, un C/5 bâti sur deux, voire trois scénarios, indiquant très précisément quels seraient les implications et les impacts de chacun d'entre eux.

3.43 Voila, Monsieur le Président, ce que je souhaitais apporter comme réponse, certes succincte, au riche débat de ces deux derniers jours. Je n'ai pu, dans le temps imparti, évoquer tous les points soulevés. Je me propose d'en traiter certains dans le cadre du cycle de questions-réponses qui va s'ouvrir à présent ; certaines d'entre elles pourront également être traitées en profondeur dans le cadre des commissions PX et FA. Enfin, j'ai demandé à mes collaborateurs de contacter certains d'entre vous afin de vous apporter des réponses qui me semblent devoir être traitées de façon bilatérale.

4. The CHAIRMAN thanked the Director-General for his comprehensive statement, which had addressed all the issues raised in the general debate. He invited Members to engage in a question-and-answer dialogue with the Director-General, focusing on matters connected with the Programme and Budget during the rest of the current meeting, and on other issues, especially education, at the next meeting. He urged speakers to be succinct and to avoid issues of a technical or bilateral nature.

5. Mr EINARSSON (Iceland) thanked the Director-General for his prompt reactions and reflections, especially on the question of languages. He referred to a matter raised by the representative of Guatemala, namely the cause of indigenous peoples, and asked about the place they would have in the next C/5 document, and what lessons had been learnt from the International Decade of the World's Indigenous People (1995-2004), apart from the references to a few conferences. He also referred to the statement by Pakistan concerning a new mandate for the Committee on Conventions and Recommendations (CR), which had an important role in regard to human rights in UNESCO's fields of competence. Iceland doubted that its members would be able to fulfil the Committee's other task of networking and evaluating the standard-setting instruments in Member States. The Director-General was certainly aware of the problem, so he wondered whether any new ideas had emerged on that subject at Headquarters, in Member States or in National Commissions. He concluded by drawing attention to the International Congress on Bioethics recently hosted by Iceland, which had proved a useful means of raising awareness on the ethics of science. Finally, he invited Members to visit the current exhibition entitled "Islande, terre vivante" at the Palais de la Découverte in Paris.

6. Mr SATO (Japan) commended the Director-General's detailed response to the statements of Board Members. He had listened to many comments concerning the proposed preliminary budget for the next biennium and had noted a clear divergence of views. Great efforts would be needed to reach a consensus. Much work would need to be done before the spring session of the Board to enable Members to adopt a final position on the budget ceiling. The preliminary indications on preferences suggested that most Members were in favour of either option 2 or option 4. The Board was relying on the Secretariat to inform it more specifically where and how savings could be achieved, including a possible reduction in programmes and even having recourse to outsourcing. The Board itself should also offer ideas and suggestions to support the exercise. In other words, a joint endeavour was needed to escape from the impasse. For that purpose, he proposed that the Group of Experts on Financial and Administrative Matters should meet informally in the intersessional period with key members of the Secretariat to identify possible new technical approaches and methods that could cut the cost of programmes and support activities without weakening the overall performance of the Organization. That informal meeting could be open-

ended, with participation by those interested. He concluded by expressing Japan's support for the new model for the C/5 document proposed by Sweden, and supported by the United Kingdom and others.

7. Mr RACHMAN (Indonesia) thanked the Director-General for his comprehensive reaction to the general debate. In regard to the budget, Indonesia would certainly not choose option 4, but would probably opt for option 2, which, however, would increase contributions by at least 6%. Ideally, option 1 would be the best, but it would be necessary to examine the consequences for each country. Indonesia therefore supported the suggestion by Japan to look into other modalities for the budget. In regard to the programmes, he wondered to what extent they were tailor-made for each country. In Indonesia, for example, the education for all (EFA) programme had been welcomed because it had not been seen as imposed by UNESCO, but rather as a local initiative, and that had helped motivation. On the other hand, the attempt to celebrate international and United Nations days had failed owing to the number of them. He hoped that UNESCO could provide guidelines for the tailoring of programmes to the needs of each country. Lastly, on a point raised by the representative of the United States of America, engineering had not yet been included in the Science Sector, which was the right place for it.

8.1 The DIRECTOR-GENERAL said that he appreciated the spirit of the proposal by Japan. Many Members agreed that the Organization should concentrate on its five main priorities, and some had suggested the reduction or elimination of low-priority activities, but had not specified which ones. He was thus seeking political guidance and suggestions. Technical aspects needed to be handled first by the Secretariat. In the spring of 2003, he had submitted three scenarios for document 32 C/5 to the Board, which had involved an enormous amount of work by the Secretariat. He could prepare three options for the next budget, and when the technical analysis had been completed by the Secretariat the options could be presented to the Executive Board in April 2005. It might be helpful for the Group of Experts to analyse the options from a technical viewpoint, as it had done in 2003, but it would not be useful for them to meet without having the Secretariat's technical input. Nor should they offer suggestions on political prioritization. Their role was to provide technical assistance, so he pleaded for a little time to prepare the three options.

8.2 Moreover, in 2003 he had been able to establish a "core scenario" and then two additional variants. At the present time it would be very difficult to establish a core scenario since views were deeply divided between option 2 and option 4, neither of which could be regarded as a core scenario. He would therefore need to prepare two scenarios in keeping with what he had indicated earlier, based on a rough estimation by the Secretariat. A more detailed assessment would need guidance from the Executive Board during the present session on the kind of scenario needed in order to prepare a third one for examination in the spring.

8.3 The Committee on Conventions and Recommendations had met and discussed the manner in which it should operate in the future. The Secretariat had been asked to prepare a background paper which included several options designed to avoid duplication with the human rights work done in Geneva. He would therefore reserve his own comments concerning a new mandate for the Committee until the Board had debated the matter. In regard to the question on indigenous peoples, he proposed to comment later in the context of his replies to questions concerning education. He would also respond then to the point raised by Indonesia.

9. Ms MADDEN (Australia) welcomed the Director-General's informative response to the debate, which had covered a number of concerns highlighted by Australia, including an "open budget line" on crisis management. The Director-General and his team were clearly listening to the Board, and she looked forward to continued dialogue in the Commissions. In regard to the budget, she realized that it was not possible to keep on asking the Director-General to do more with the

same or less money. He was not a magician. But given the divergence of views, it would be helpful for the draft C/5 document to be prepared on the basis of different scenarios showing different ways of meeting key priorities and obligations, and what low-priority activities could be reduced or eliminated. She noted that the Director-General had asked Members to make specific suggestions, but the evaluation of programmes against clear performance indicators must come first. She thanked the Director-General for his transparency in the budget planning process. Australia had been interested by the Director-General's remarks concerning the forthcoming meeting of chief executives of United Nations agencies to consider progress towards meeting the Millennium Development Goals. With the Board about to consider the strategic review of education for all (EFA), she also asked how the Director-General intended to prepare his report to the United Nations Secretary-General to facilitate collaboration with other United Nations agencies to meet those goals.

10. Mr CRADDOCK (United Kingdom) said that on the subject of prioritization, Australia had said exactly what he himself had wanted to say. He would like to see scenarios showing the full implications of a zero nominal growth budget. Clearly, the Secretariat must have some idea of what its real priorities were, and it would not be difficult for it to give the Board, for purposes of illustration and during its current session, an idea of possible consequences. The information provided thus far had not been sufficient. Regarding the way in which the Board conducted its business, he wondered whether the present committee structure was appropriate. It was a subject that had come up before. He stressed the importance of tying resources to activities, which was becoming increasingly difficult with two commissions. On the subject of Africa, he drew attention to the impassioned statement by Kenya on the real problems of that continent, and welcomed the Director-General's comments regarding the mainstreaming of priorities concerning Africa into the various Sectors. He wondered in that case what role was played by the Africa Department, and how it shared responsibilities with the Sectors. How, he asked, was Africa being given the priority it deserved in UNESCO?

11.1 La Sra. LUX de COTÍ (Guatemala) tras recordar que en sus intervenciones acostumbra a hacer hincapié en la problemática de los pueblos indígenas y que ella misma pertenece a la cultura maya, de raíces milenarias en Guatemala y buena parte de América Central, pregunta al Director General en qué medida y con qué recursos financieros los programas de la UNESCO darán respuesta a las necesidades de esos pueblos. Acto seguido formula dos recomendaciones al respecto: en primer lugar, que a la hora de elaborar programas se tenga en cuenta la visión de los pueblos indígenas; y en segundo lugar, que los datos de la UNESCO, sobre todo en cuanto a sus resultados, se desglosen de tal manera que ofrezcan información específica sobre los pueblos indígenas y también las mujeres.

11.2 Refiriéndose al presupuesto de la UNESCO en materia de educación, juzga indispensable mantenerlo al mismo nivel o, todavía mejor, aumentar su cuantía. No en vano la educación es el pilar en el que reposan el diálogo entre civilizaciones, el aprendizaje de los valores y la cultura de diálogo, tolerancia y respeto entre los seres humanos. Es, en suma, el antídoto contra los terribles males que castigan al mundo, y en especial contra la violencia. De ahí que abogue por incrementar los recursos dedicados a la educación, y estima que no ha de exagerarse la importancia de las medidas de seguridad, cuya dotación presupuestaria no debe aumentar.

11.3 Concluye respaldando la propuesta de Italia de crear un comité permanente para el diálogo intercultural, en el que tengan cabida tanto las mujeres como los pueblos indígenas, que, según los datos proporcionados por el Foro Permanente para las Cuestiones Indígenas de las Naciones Unidas, agrupan a 300 millones de personas.

(11.1) Ms LUX de COTÍ (Guatemala), recalled that, in her statements, she usually drew attention to the issues concerning indigenous peoples, and that she herself belonged to the

Maya culture, which dated back thousands of years in Guatemala and much of Central America. She asked the Director-General to what extent and with what financial resources UNESCO's programmes would satisfy the needs of those peoples. She then submitted two recommendations in that regard proposing first that the vision of the indigenous peoples be taken into account when programmes were being prepared, and secondly that UNESCO's data, especially as concerned its results, be broken down to provide specific information on indigenous peoples and on women.

(11.2) UNESCO's budget for education had, in her view, to be maintained at the same level or, better still, increased. It was not for nothing that education formed the basis of the dialogue among civilizations, the inculcation of values, and the culture of dialogue, tolerance and respect between human beings. In short, it was the antidote to the great evils afflicting the world and, more specifically, the antidote to violence. She therefore advocated an increase in the resources allocated to education, taking the view that exaggerated importance should not be given to security measures, for which the budgetary allocation should not be increased.

(11.3) Lastly, she expressed support for the proposal of Italy to create a standing committee for intercultural dialogue, whose members would include both women and indigenous peoples, peoples who, according to data provided by the United Nations Permanent Forum on Indigenous Issues, numbered 300 million.

12.1 The DIRECTOR-GENERAL said, concerning the need for clearer indications in regard to prioritization, that he would ask his staff to see what further indications he could give the Board during the current session, especially in regard to option 4 based on zero nominal growth. Such an exercise would involve the whole Secretariat, both at Headquarters and in the field. In the case of option 4, he would be obliged to make many cuts in the programmes, probably to a value of \$30 million. He appreciated the proposals put forward by Italy and others, but since it was very difficult for him to identify where to make cuts in existing programmes, it would be even harder for him to add new programmes. He had accepted, albeit without initial enthusiasm, the proposal to prepare a new convention against doping in sport. The work was going well, but required him to allocate over \$1 million for that activity. Even if Member States were to accept a very light structure making the best possible use of close links with the World Anti-Doping Agency he still needed additional extrabudgetary resources to convene the remainder of the meetings scheduled. The programme had been set up at the initiative of Member States and he had accepted the idea, but would be obliged to allocate over \$1 million from the Education Sector, whose most important priority was EFA to follow up that new convention.

12.2 He would certainly pay more attention to indigenous people. That was an important priority area in both education and culture. The Organization was launching a new initiative on languages that would place the emphasis on indigenous languages. In the context of the new Convention for the Safeguarding of the Intangible Cultural Heritage, languages were regarded as a vehicle of cultural traditions. UNESCO also paid attention to the capacity-building of indigenous peoples, including community centres in many parts of the world. While he would like to increase UNESCO's support, he was likely to have to make \$30 million in cuts. When Members suggested new programme activities, they should be under an obligation to provide the funding either through increased regular funding or through extrabudgetary contributions. The whole question of the convention against doping in sport was a typical example of the problems he was facing.

12.3 In regard to the forthcoming debate on the C/5 document in the PX and FA Commissions, he hoped that there would be good coordination between the two. Indeed, the Group of Experts on Financial and Administrative Matters had noted, among other things, the lack of linkage between

budgeting and planning. The relevant Sectors in the Secretariat also needed to collaborate more closely. But it was up to the Executive Board to decide how its commissions should function.

12.4 In regard to Africa, he would like to increase the mainstreaming of Africa in programme activities. He had done so in document 32 C/5, and wanted to continue in document 33 C/5. If he had not responded to many points raised by African Members, he assured them that their comments had been noted and would be followed up by the Secretariat. In regard to the Africa Department, he had found, on taking office, a double structure, with both the Priority Africa Department and the Bureau for External Relations handling African affairs. The Africa Department was responsible for coordinating the five programme sectors and the field offices in Africa. It played a very important role which reflected the need for a holistic, interdisciplinary approach to Africa and NEPAD.

12.5 In regard to the Chief Executives Board (CEB) and the Millennium Development Goals (MDGs), he was considering holding an information meeting on the subject some time in the future, though not immediately. It was a most important responsibility, and he felt himself duty-bound to organize such a meeting.

13. Mr AZIZ (Afghanistan) said that although it was important to discuss programme priorities, such priorities had already been established in document 32 C/5, and during the course of their implementation, new emergency issues had emerged, requiring the Director-General to find ways of funding them. In that connection, he considered it essential to place programme issues above budgetary issues, thereby achieving the necessary programme cuts first, and then adjusting the budget accordingly. There was a consensus regarding the importance of UNESCO's presence in Member States, the need to maintain its main programmes and priorities, and to ensure its visibility. Proposals had been put forward in that respect, but had not received suitable attention. Regardless of which budget scenario was adopted (and the range of options was perhaps excessive), emphasis should be laid on bringing programmes into line with the Organization's specific objectives and fields of competence, and also on preventing their duplication by other United Nations agencies. In that light, he urged the Members of the Board not to decide yet on the budget option for the forthcoming C/5 document, bearing in mind the future implications of UNESCO's potential failure to fulfil its obligations.

14. Mr MOLNÁR (Slovakia) asked the Director-General whether collaboration with the private sector regarding the use of ICTs in education would be subject to specific conditions, in particular concerning free and open software. He wished to know whether such collaboration would only concern certain services at Headquarters, or whether Member States would also benefit from the use of software for e-learning and of a management environment for the development of e-learning tools.

15. Ms VATSYAYAN (India) congratulated the Director-General on his reply to the wide-ranging general debate. She said that budget option 2 had been preferred by many Member States, and thus deserved particular consideration by the Director-General. Nevertheless, she emphasized that programmes should be prioritized or minimized in accordance with the Organization's mandate, in order to avoid duplication of activities conducted in the rest of the United Nations system. For instance, freshwater resources came within UNESCO's mandate, but international conflicts over water did not. She also raised the question of how the principles underlying core programmes should be established, as such programmes needed to be identified for each sector. And rather than setting up new programmes, an intersectoral approach should be adopted, interlinking the existing provisions among the five sectors.

16. The DIRECTOR-GENERAL said that since option 2 only took into account the inflation/statutory increases amounting to \$37.8 million, the technical adjustments for the Belmont

Plan loan repayment and security measures, amounting to \$20.7 million, would still have to be absorbed in the budget. To that end, he hoped to achieve savings in non-priority programme areas, without affecting the five principal priorities or the decentralization strategy. On the contrary, he hoped to be able to strengthen the latter, particularly with regard to EFA. On the basis of those indications, he would submit specific proposals to the Executive Board at its 171st session. Ever since he had taken up his duties as Director-General, he had stressed not only the need to avoid duplication, but also to strengthen coordination with the rest of the United Nations system. An effective illustration of that was the freshwater programme, which involved 24 United Nations agencies whose activities were now successfully coordinated, under the auspices of UNESCO. The first concrete result had been the first *United Nations World Water Development Report*, which he had presented on behalf of the United Nations at the Third World Water Forum, held in Kyoto in March 2003. He endorsed the comment of the representative of India on the need to adopt an intersectoral approach, especially in respect of the indigenous peoples programme. Concerning the use of ICTs in education, cooperation was being developed with the private sector, and in that context, he was inviting Mr Bill Gates to UNESCO on 17 November, when a cooperation agreement would be concluded with Microsoft. Developing cooperation with the private sector was very important, but that should not impose constraints on the Organization, a point on which he invited the ADG for Communication and Information to elaborate.

17. Mr KHAN (Assistant Director-General for Communication and Information) explained that relations with the private sector were fully consistent with the decisions made by the United Nations ICT Task Force set up by the United Nations Secretary-General, who had encouraged the private sector, the NGO sector and the intergovernmental agencies to work together. UNESCO's involvement with the private sector had been a direct result of its participation in the World Summit on the Information Society; the Organization had been approached by many private companies, including Microsoft, following the first phase of the Summit. In response to the question raised by Slovakia, he confirmed that agreements with the private sector would not be made at the expense of free and open software. In fact, he had made that condition clear during the negotiations held with Microsoft. Other priority initiatives, including e-learning and community access, had given rise to ongoing negotiations with a number of other private companies.

18.1 La Sra. LÓPEZ (Venezuela), refiriéndose al tema de la descentralización y subrayando su estrecha relación con los temas presupuestarios, destaca el gran número de pequeñas partidas en que está subdividido el Programa y Presupuesto, lógica de la subdivisión que se lleva hasta el extremo en las oficinas fuera de la Sede. Semejante atomización presupuestaria condena a la inoperancia a buen número de actividades, máxime cuando el programa y las partidas se definen con dos años de antelación y, una vez registrados en SISTER, no admiten modificación alguna. El programa se convierte así en una "ilusión" que aleja a la UNESCO de la realidad y le impide adaptarse a la dinámica de cambio de la sociedad contemporánea.

18.2 Siguiendo con los gastos de apoyo a la ejecución del programa, califica de insuficiente el presupuesto de gestión y coordinación de las unidades fuera de la Sede, teniendo en cuenta que esas unidades siguen careciendo a menudo del personal y el material necesarios, aunque ello, desde luego, no sea óbice para intentar en todo momento mejorar la productividad. Las oficinas situadas en América Latina y el Caribe no se han coordinado adecuadamente entre sí, quizá por su excesiva subordinación a los sectores que trabajan desde la Sede y por la falta de autonomía para adoptar decisiones presupuestarias y programáticas que ello conlleva. Las oficinas regionales carecen de la autoridad necesaria para ejercer su función de coordinación. El panorama resulta aún más confuso debido a la distribución de las oficinas y al escaso protagonismo de quienes ejercen de coordinadores del programa en las subregiones. En algunas oficinas latinoamericanas faltan

funcionarios que se ocupen de determinados temas. Tal es el caso de la oficina de Quito, encargada de la subregión andina, donde hasta fechas recientes no había un especialista en temas sociales.

18.3 La creación de grandes oficinas regionales y multipaís brinda la posibilidad de transferir sobre el terreno a profesionales de la Sede. En América Latina es indispensable tener en cuenta la dimensión regional, lo que significa buscar el apoyo de instancias regionales que puedan asistir a la UNESCO en su labor, por ejemplo la CEPAL, la OEA, la Cumbre Iberoamericana o PARLATINO, y actualizar sin demora los acuerdos de trabajo y cooperación con los organismos regionales. También le parece necesario seguir reforzando las oficinas multipaís, así como las Comisiones Nacionales, cauce privilegiado de cooperación con instancias de ámbito nacional como los parlamentos, las escuelas asociadas o los clubs y cátedras UNESCO. Respecto a la propuesta del Director General de crear un grupo de trabajo que analice de nuevo el presupuesto para proponer fórmulas posibles, aboga por la participación en ese proceso de todas las organizaciones que apoyan la labor de la UNESCO en la región.

(18.1) Ms LÓPEZ (Venezuela), referring to decentralization and underscoring its close relation to budgetary questions, highlighted the large number of small items into which the Programme and Budget was divided, reflecting a trend towards subdivision that was taken to extremes in regard to the field offices. Budget fragmentation similarly doomed a good number of activities to inefficacy, especially when the programme and the items it contained were defined two years in advance and, once registered in SISTER, could not be amended. The programme thus became an “illusion” which distanced UNESCO from reality and prevented it from adapting to the dynamic of change in modern society.

(18.2) With regard to the costs of support for programme execution, the budget for field management and coordination was inadequate, given that field units often lacked the necessary staff and material, although that naturally did not prevent them from constantly seeking to improve productivity. There was inadequate coordination among the offices in Latin America and the Caribbean, possibly due to excessive subordination to sectors at Headquarters and to the resulting lack of autonomy in decision-making on budgets and programmes. The regional bureaux lacked the necessary authority to exercise their coordination function. Consequently, the outlook was even more confused owing to the distribution of bureaux and the low profile of those working as programme coordinators in the subregions. In some Latin American offices, there were no staff to deal with certain themes. Such was the case of the Quito Office, responsible for the Andean subregion, which until recently had had no specialist in social issues.

(18.3) The creation of large regional and cluster offices was an opportunity to transfer Professional staff from Headquarters to the field. In Latin America, it was essential to take account of the regional dimension, which meant seeking support from regional bodies which could assist UNESCO in its work, for instance the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), the Organization of American States (OAS), the Ibero-American Summit and the Latin American Parliament (PARLATINO), and to update without delay working and cooperation agreements with regional bodies. It also seemed necessary to carry on strengthening the cluster offices and National Commissions, a key channel for cooperation with national institutions such as parliaments, Associated Schools, and UNESCO Clubs and Chairs. With regard to the proposal by the Director-General to set up a working group to re-examine the budget and to put forward possible options, she was in favour of involving in the process all organizations that supported UNESCO’s work in the region.

19. Ms CAMPBELL (Jamaica) supported the idea that the Secretariat should help the Board by indicating some of the programmes or activities that could be dispensed with, in the form of a list of suggestions which could then be submitted to the Board for approval. She conceded that the suggestion made by Japan to entrust examination of all four budget options to the Group of Experts on Financial and Administrative Matters might be excellent, so long as such examination was thorough and detailed. Nevertheless, considerable assistance would be required from the Secretariat, which already had a heavy workload, thus making the task extremely difficult. In view of the number of new programmes and projects which were being proposed by Member States at each session of the Board, and of budget constraints, she considered that it would be beneficial for the Director-General to draw up a rough estimate of the costs entailed by those proposals, before the end of the current session of the Board.

20. M. BUTERA (Rwanda) constate, en s'en félicitant, que les membres du Conseil apprécient le travail accompli par le Directeur général et les efforts qu'il déploie pour améliorer l'efficacité de l'Organisation. Comme vient cependant de le dire la représentante de la Jamaïque, il est pour le moins contradictoire de confier sans cesse à l'UNESCO de nouvelles missions sans lui donner les moyens correspondants. C'est pourquoi le Rwanda propose que le projet de C/5 soit établi avec un scénario de base fondé sur l'option budgétaire 2. Certes celle-ci n'offre pas la solution idéale puisqu'elle implique qu'il faudra réaliser des économies, mais le Directeur général s'est engagé publiquement à faire en sorte que ces économies n'aient pas d'incidence négative sur les priorités des grands programmes. Le Conseil devra examiner, avec l'aide du Groupe d'experts des questions administratives et financières, comment cette option se traduirait concrètement.

21.1 The DIRECTOR-GENERAL reiterated that all the issues relating to decentralization, were under review by the Task Force on Decentralization, and would be addressed in the detailed report that he would submit at the 171st session of the Board, hopefully giving rise to fruitful discussions. He agreed with the remarks of the representative of Venezuela. Indeed, the Organization operated on a two-year cycle and budget, the new C/5 document was established before the start of the new biennium, and work plans were established for the respective sectors and field offices at the start of the biennium; however, work plans needed to be readapted in accordance with emerging developments. He had already requested the Education Sector to implement changes, which included strengthening consultation of field offices with cluster countries, and also with governments and National Commissions. The cluster strategy was one of the new features of the decentralization policy, which he hoped to strengthen in document 33 C/5. Following on from the comments of the representative of Rwanda, he warned that if budget option 4 were to be adopted, as advocated by the Latin America and the Caribbean group, Member States should be prepared to accept the consequences: cuts in programmes and programme activities, and reductions in staff numbers – which would not only be incompatible with the strengthening of field offices in the Latin America and the Caribbean region, but on the contrary, would result in a reduced field presence. Under that scenario, he would be compelled to achieve cuts amounting to some \$30 million affecting staff and programme activities both at Headquarters and in the field. Nevertheless, he concurred with the representative of Venezuela on the need to enhance the quality of staff appointed to field offices. In that respect, the decentralization process had not yet been finalized, in particular with regard to regional and cluster strategies. Although he would endeavour to strengthen the quality of staff in the field, regardless of the budget scenario adopted, it would be unrealistic to expect that that could be achieved under option 4. Upon introducing the new decentralization policy, his initial objective had been to make cluster offices multifunctional, bringing together specialists from UNESCO's five areas of competence. Unfortunately, that had not materialized, and although he did intend to put in place an education specialist in all cluster offices – which was absolutely essential – it was unlikely that he could provide those offices with programme specialists from each sector in the near future. However, he did not wish to give the impression that he was

abandoning some fields; he wished to introduce a regional advisers system, so that an expert in social sciences, for instance, based in another regional office, might cover that field for the Quito cluster.

21.2 Poursuivant en français, le Directeur général remercie le représentant du Rwanda pour sa proposition. Il serait très heureux de pouvoir établir le Projet de programme et de budget sur la seule base de l'option 2 si un consensus se dégagait au sein du Conseil dans ce sens, mais cela ne semble pas être le cas à ce stade. Il lui faudra donc vraisemblablement élaborer plusieurs scénarios - dont il compte, en tout état de cause, limiter le nombre à trois.

22.1 张学忠先生（中国）就 e-learning 项目讲了一点意见。他认为这是一个本组织应牵头搞的非常有意义的项目，因为它具有跨部门和跨学科性。它将非常有益于各种文化间的对话和合作，特别是增进各国人民之间的相互了解和友谊。他向总干事询问该项目主要使用的是正常预算资金还是预算外资金。

22.2 张先生告知各位，中国与美国通过双边合作，正在进行语言教学方面的 e-learning 项目。他表示中国愿意在教科文组织的领导下，把这一双边项目搞成一个多边合作项目。他还表示中国愿意提供相关技术，以及在可能的情况下提供经费方面的援助，以便在此方面达成资源共享。他希望教科文组织能够牵头进行此项目。

(22.1) Mr ZHANG Xuezhong (China) commented on the e-learning project. In his view, because of its multisectoral and multidisciplinary nature, the project was of great significance, and the Organization should play a leading role. It would facilitate dialogue and cooperation among cultures by increasing mutual understanding and friendship among peoples of the world. He sought clarification from the Director-General as to the main source of funding of the project – whether regular or extrabudgetary resources.

(22.2) He informed the Board that China and the United States were engaged in bilateral cooperation on an e-learning project in the field of language teaching. China was willing to convert that bilateral project into a multilateral one under the auspices of UNESCO, and was ready to provide relevant technologies (and financial support insofar as possible) in order to share resources. He expressed the hope that UNESCO would take the lead in conducting the project.

23. La Sra. MURRIETA (Ecuador) felicita al Director General por haber satisfecho las expectativas de los Estados Miembros, y especialmente por seguir concediendo máxima prioridad a la educación. Dadas las numerosas demandas programáticas de los Miembros del Consejo y lo reducido del presupuesto, el Director General debe actuar como un buen padre de familia con muchas responsabilidades que atender. Ecuador, sin embargo, que se ha pronunciado en favor de la hipótesis presupuestaria 4, correspondiente a un crecimiento nominal cero, es consciente de que el Director General no puede hacer magia y de que todo tiene sus límites. Por ello propugna una redistribución de los distintos programas a partir de una evaluación que tenga en cuenta su carácter prioritario, su incidencia y sus resultados. A esto se agregaría, en la línea de lo propuesto por Guatemala, el sacrificio de la seguridad en beneficio de la educación, pues en ella estriba la única respuesta posible a la inmensa mayoría de los problemas que afectan a todo el planeta, de los que la UNESCO debe ocuparse sin reparar en gastos ni esfuerzos.

(23) Ms MURRIETA (Ecuador) congratulated the Director-General for having met the expectations of the Member States and, more especially, for continuing to give maximum priority to education. Given the numerous requests made by the Members of the Board in relation to the programme and the limited budget available, the Director-General should act like a good family man who had many responsibilities. Naturally, Ecuador, which had expressed its support for budget option 4 aimed at zero nominal growth, was aware that the Director-General was not a magician and that everything had its limits. She therefore proposed a rearrangement of the different programmes on the basis of an evaluation that would take into account their degree of priority, their impact and their results. Additionally, in line with the proposal of Guatemala, sacrifices would be made in security for the benefit of education, that being the only possible response to the great majority of problems affecting the planet, problems which UNESCO should address, regardless of cost or effort.

24. Mr HEPBURN (Bahamas) commended the Director-General and his staff on providing a clear explanation of the budget options proposed. Since none of the four options offered a perfect solution, there was an apparent need to find one, and his delegation would continue to support and contribute to drawing up a regional proposal. He commended and wished to elaborate on the observations of the representative of Jamaica, by questioning the concept of priority – which was too often used for selfish purposes. Discussions would always arise over financial issues, but it seemed unfeasible to supply funding for the many programmes that were all presented as priorities. Therefore, instead of competing among themselves, the five regions should get together and jointly determine priorities for UNESCO as a whole rather than for their own individual regions.

25. The DIRECTOR-GENERAL said that he was strongly encouraged by the flexible attitude adopted by the representative of the Bahamas with regard to the budget options for document 33 C/5. In response to the comments of the representative of Ecuador, he recalled that even under option 4, he would try to redistribute funds accordingly, but he would still be under the obligation to achieve savings of \$58.5 million, while he could not cut administrative and staff costs by more than \$20 million. Having already abolished some 300 posts at Headquarters – which had all been vacant – he was now having to abolish 25 occupied posts, which was sparking conflict, thus placing him in an extremely difficult position with regard to the affected staff members. UNESCO was the only United Nations agency to be making such an effort, and although he was in favour of more outsourcing and further rationalization, there were limits to what could be achieved, and he was striving to find an equitable solution for those totally devoted employees who had been working for the Organization often for many years. In that context, he had said that he would identify savings of \$20 million on administrative costs and staff costs at Headquarters, albeit with great difficulty that would nonetheless require achieving additional savings of at least \$30 million in programme cuts – which, as he had already said, concerned both personnel involved in programmes and programme activities. Thus activities and posts would not only have to be abolished at Headquarters, but also in the field. That was an undesirable outcome; nevertheless, he would have no other choice but to comply with it if the Member States so decided. He also stressed the fact that one of the first initiatives he had taken upon joining the Organization had been to strengthen the Internal Oversight Service (IOS). Prior to that, the oversight mechanism had been almost non-existent. IOS had managed, *inter alia*, the very important external evaluation of UNESCO's response to HIV/AIDS. In view of the lack of staff specializing in HIV/AIDS, the report had strongly recommended that the Director-General strengthen staff capacity to deal with HIV/AIDS and also increase prevention through education, which he agreed were priorities to be pursued at Headquarters and in field offices. He thus highly commended the auditing and information role of IOS, whose reports constituted valuable evaluation tools which contributed to the effective running of the Organization. He would welcome any further comments on the oversight mechanism.

26. Ms MOSEROVÁ (Czech Republic) said that sufficient money should be made available for emergency assistance, not only for countries in post-conflict situations, but also for those severely affected by the recent natural disasters in the Caribbean. Concerning the prevention of AIDS, she emphasized the importance of helping to develop public broadcasting in isolated communities with high levels of illiteracy, as the only way of disseminating vital information, in particular, with regard to AIDS prevention. Finally, she raised the prospect of a worldwide movement of women against hate and prejudice. Indeed, there was no doubt that women were the main factor which shaped the minds of young children at home and at school, and that if they took the initiative to break the vicious circle of hate and prejudice between peoples and religions, it would be within their power to do so. Similar initiatives had already proven to be successful in some African countries, among which peace had been restored through the joint action of women. She hoped that the Secretariat would consider launching such a project, at the global level, in the general interest of the Organization.

27.1 M. CHARBONNEAU (Canada) fait écho aux observations formulées par le Directeur général dans son introduction au débat général selon lesquelles l'examen stratégique va permettre à l'UNESCO de redéfinir son action pour jouer, comme elle l'ambitionne, un rôle moteur en matière d'éducation pour tous (EPT). La quatrième réunion du Groupe de haut niveau sur l'EPT, qui se tiendra à Brasilia en novembre 2004, devrait concourir à une meilleure entente entre les multiples parties prenantes. À cet égard, il serait peut-être souhaitable de consigner de façon plus formelle le rôle respectif des différents partenaires et ce que l'on attend de chacun d'eux, et en particulier le rôle de chef de file de l'UNESCO. Le travail d'évaluation s'en trouverait ainsi facilité.

27.2 S'agissant de la terminologie budgétaire, l'orateur constate que le scénario de croissance nominale zéro équivaut en fait à une réduction des ressources en valeur réelle, tandis que la croissance réelle zéro équivaut au statu quo, avec obligation d'absorber certaines dépenses. Par-delà les appellations trompeuses, il s'agit en réalité de déterminer dans quelle mesure il est souhaitable de maintenir la pression sur l'Organisation pour obtenir de nouveaux gains d'efficacité ou de nouvelles réductions dans certains programmes, compte tenu de ce qui a été déjà fait et de ce qui reste à faire.

28. Ms INAYATULLAH (Pakistan) said, referring to the proposal of Japan that the Group of Experts on Financial and Administrative Matters review the budget and its requirements, that the decision on the budget option would be of a political, rather than a technical nature. In relation to the budget ceiling, over the last years, the Director-General had listened to Member States more and had said less. She empathized with the difficult position he now found himself in, because he clearly believed in UNESCO. Furthermore, the United States had rejoined the Organization after 19 years as a result of its satisfaction with the reform process initiated under the leadership of the Director-General, which had resulted in a leaner structure, with 300 fewer posts. UNESCO was the first to demonstrate the possibility of integrating results-based management (RBM) and the Internal Oversight Service (IOS) within a United Nations agency, and progress had been made with regard to decentralization and programme concentration, at the request of the Member States. However, the Director-General had not been given suitable room for action in the last biennium of document 32 C/4, even though all Board Members would undeniably agree that RBM and decentralization should be taken forward, and that quality human resources were required in the field. UNESCO was the lead agency in a number of areas, which placed upon it certain obligations which could not be shirked. Against that background, many countries had opted for budget option 2 since they considered that it already represented a significant effort on the part of the Director-General, who had devised that option very carefully. Naturally, most Asian, African, and Latin American countries were facing enormous financial crises, but UNESCO would provide value added to all countries, and it was important, as the representative of Bahamas had said, to approach the matter

with an open mind. She asked the countries supporting option 4 to provide suggestions as to which among UNESCO's many, often flagship programmes might be cut; on the contrary, she believed that more resources were essential to further empower the Organization. Moreover, she asked how EFA responsibilities might be reconciled with the actual situation in the field, because the reports showed that UNESCO currently lacked sufficient resources to play its leading role in that area. She wondered how the coordinating role was being applied in view of the need to fast-track countries and since many countries were having to invest significant proportions of their budget in education; she further asked what had become of the Dakar commitment that no country implementing the EFA goals would be left to suffer from a shortage of resources. The global monitoring conducted by the UNESCO Institute of Statistics needed to be strengthened through additional resources – resources which were also required for the provision of quality education and literacy. Conversely, the *EFA Global Monitoring Report* had stated that 2.1% of official development assistance (ODA) was being allocated by bilateral donors to education. Therefore, she asked the Director-General how the large funding gap would be overcome. Turning to the issue of countries in crisis and conflict, her government sincerely endorsed the idea of an open-line budget for a swift response, which should give priority to action in Afghanistan, activation of efforts in Iraq, and the inclusion of Sudan in the Africa programme, for Africa was a high-need continent for which both visibility and mainstreaming were required.

29. The CHAIRMAN congratulated the Director-General on his extremely concise introduction and on his clear and swift replies to the many questions put forward. He also expressed his appreciation to all the Members of the Board for their contributions.

The meeting rose at 1.05 p.m.

SIXTH MEETING

Wednesday 6 October 2004 at 3.10 p.m.

- Item **3.1** REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Parts I and Add. and II; 170 EX/INF.3; 170 EX/INF.4; 170 EX/INF.8) (*continued*)
- Item **3.2** REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Parts I and II; 170 EX/INF.3; 170 EX/INF.4; 170 EX/INF.8) (*continued*)
- Item **4.1** PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I (A) and Addenda and Corr., I (B), I (C), II and III; 170 EX/INF.3; 170 EX/INF.4; 170 EX/INF.8) (*continued*)

1.1 The DIRECTOR-GENERAL, replying to the last speakers from the morning's meeting, noted that a number of important issues had been raised. He had appreciated the statement by the representative of Pakistan on draft document 33 C/5 and her elegant defence of budget option 2. In addition to the several important developments she had cited, he wished to add a few more, including the application of modern technology tools in management. Some representatives had mentioned SISTER, the programme-related tool. FABS, the budget-related tool, was now fully operational at Headquarters, was being expanded to major field offices, and would eventually cover all field offices. New software was also being developed in the area of human resources management. Compatibility between the three systems needed to be ensured; a new mechanism for ensuring compatibility between SISTER and FABS would therefore be developed. Regarding the second phase of renovation, he reiterated his gratitude to the French Government for its interest-free loan of €80 million (approximately \$100 million). It was a commercial loan, the interest on which would be paid by the French Government. UNESCO therefore had to pay back the principal, and the first repayment – which would amount to \$8.4 million – would have to be paid during the next biennium. It was unfortunate that the maintenance of the UNESCO buildings had been neglected; despite the attempts made in the 1990s it was now necessary to renovate the main building during a difficult period for the Organization and its Member States. Progress was being made, but additional resources were required, and in that connection he endorsed the remarks of the representative of Pakistan.

1.2 Poursuivant en français, le Directeur général convient du bien fondé des observations du représentant du Canada concernant l'appellation des quatre scénarios budgétaires. Le scénario 1, fondé sur une croissance réelle zéro, plus un ajustement technique, revient en effet à maintenir le *statu quo* ; le scénario 2 est lui aussi dit de croissance réelle zéro, mais tient seulement compte des augmentations imputables à l'inflation et à des facteurs statutaires, il reste donc en deçà du *statu quo* puisqu'il implique que l'Organisation devra absorber plus de 20 millions de dollars à l'intérieur du budget. Quant à l'expression "croissance nominale zéro", utilisée par convention dans le système des Nations Unies, elle désigne en fait – comme le représentant du Canada l'a souligné – une réduction en termes réels. Si le Conseil adoptait un scénario de croissance nominale zéro, ce ne serait toutefois pas un fait nouveau puisque l'Organisation a déjà connu cette situation pendant six ans avant que le retour des États-Unis n'autorise une nouvelle augmentation du budget. Le Directeur général fait toutefois observer que loin d'avoir relâché la discipline budgétaire dans le 32 C/5, il l'a au contraire renforcée au profit des programmes prioritaires, et plus particulièrement des priorités

principales, en procédant de surcroît à une coupe de 5 % dans les coûts de personnel de tous les secteurs de programme, et en mettant un terme aux programmes de moindre intérêt.

1.3 Continuing in English, the Director-General expressed his gratitude to those representatives who had raised the issue of the fight against HIV/AIDS, particularly through prevention education, and said that he would be distributing a brochure entitled “Towards an AIDS-free generation”, prepared in the context of the Joint United Nations Programme on HIV/AIDS (UNAIDS). UNAIDS now had 10 cosponsoring organizations, including the new cosponsors: the World Food Programme (WFP) and the Office of the United Nations High Commissioner for Refugees (UNHCR). UNESCO had taken the initiative within UNAIDS to establish a new United Nations-wide strategy in the area of prevention education against HIV/AIDS, involving all 10 UNAIDS cosponsors, which included the United Nations Children’s Fund (UNICEF), the World Bank, and the United Nations Development Programme (UNDP). Turning to the important matter of e-learning raised by the representative of China, he undertook to prepare a document listing the specific activities UNESCO was planning in that area. He concurred that open and distance-learning, including e-learning, was a very powerful tool in addressing the major challenges in education, not only in terms of access but also quality and equity. The Communication and Information Sector and the Education Sector were attaching considerable priority to e-learning in their programmes. For example, in the context of higher education UNESCO was preparing a policy and planning guide for use by teachers in Member States on teacher development in the e-learning age. UNESCO was also involved in developing new international guidelines on quality in cross-border higher education, which included the issue of e-learning. Those examples were just some of the areas UNESCO was pursuing. The subject of women, which had been raised by the representative of the Czech Republic, was also very important. He concurred that the mainstreaming of gender issues was of great importance for UNESCO, and the Organization needed to build on what it had achieved in order to develop further a strategy and implement specific projects. He understood that there would soon be discussion on that point by the Security Council in New York. UNESCO was launching two initiatives in the area of education for all (EFA) – on literacy and teacher training in sub-Saharan Africa. The literacy initiative was to be aimed at women, who accounted for two thirds of the 900 million illiterates. Women were crucial in the context of literacy – even in the context of universal primary education; if women were not educated, for example, they would not necessarily send their children to school. It was therefore important to educate women, especially mothers, and to give women priority in teacher-training. Similarly, in the new United Nations-wide strategy in the area of prevention education against HIV/AIDS, the emphasis would be on women and girls, who were often victims of HIV/AIDS.

2. Ms MOSEROVÁ (Czech Republic) said, in clarification of her earlier statement, that she had not been asking what could be done for women, but rather what women could do for the world.

3. Ms KLEMEN-KREK (Slovenia) endorsed the points made by the representative of Pakistan regarding the budget, and asked the Director-General if the scales of assessments for individual States had been prepared for each budget scenario. It was necessary to specify the figures for the corresponding annual payments, so that Board Members could inform their governments. She believed, however, that the discussion should focus mainly on programme execution and implementation of activities. Member States needed to be aware of their responsibilities regarding the Organization when deciding on the budget scenario they wished the General Conference to adopt. She drew attention to the fact that during the discussions on the preparation of the preliminary draft of an international anti-doping convention, most of the participants had represented sports organizations, and only the few that did not had any knowledge of UNESCO’s structure, budget and programming. It had thus fallen to the representatives of Hungary and Slovenia to inform the others of the responsibilities involved, and to explain that UNESCO could

not simply be expected to pick up the bill for the convention. She therefore suggested that the Members of the Executive Board urge their representatives in the discussions on the convention, their national authorities and their National Commissions to pay attention to that matter. She asked the Director-General what options there were for meeting the costs of the convention, apart from that of taking \$2 million from the regular budget.

4. Mr PIGOT (Suriname) thanked the Director-General for the answers and details he had given to the Board that morning. He concurred with the comments made by the representative of the Bahamas on the need to be flexible during discussion of the budget. He was convinced that the Board would end up with a workable solution. For his country, the main objectives continued to be to safeguard what had already been achieved with the reform process, and to maintain the positive momentum that existed at UNESCO. In his view, the budget should reflect those objectives. Finally, he appealed for clarification from the Director-General on the question he had raised in the general debate concerning women and the arts.

5. Mr VARGAS (Brazil) recalled that UNESCO's main role was to help Member States to help themselves, putting the Secretariat's expertise at their disposal. Many representatives had mentioned the centrality of the education for all (EFA) programme, and referred to the Millennium Development Goals (MDGs). Bearing in mind that even if UNESCO's budget were multiplied several-fold, it would be unable to meet the world's needs in the area of education, let alone other fields, he asked how much it would cost to meet the MDGs in the area of education. Referring to the 1972 UNESCO publication *Lectures on the Economics of Education*, which stated that of all the investments any nation could make, the one that gave the greatest return was education, he suggested that the study be updated. The experts involved in the 1972 meeting had developed the concept that in addition to capital and labour – which used to be the traditional way of looking at development –, one must also take human capital into consideration, which included education. He concluded by saying that as part of his research for his statement as keynote speaker at the World Conference on Science, he had collected some shocking figures: according to the World Bank the income of the three richest people in the world was greater than that of the 40 poorest countries. Also, the income of the 350 richest people in the world was greater than that of two billion individuals – one third of the world's population. He suggested that UNESCO might invite those rich people to help the Organization with its programmes.

6.1 The DIRECTOR-GENERAL expressed his appreciation for the flexibility shown by the representative of Suriname with regard to the next C/5 document. In response to the request of the representative of Slovenia, he said that under budget option 2, Slovenia, which was currently paying approximately half a million dollars, would have to pay approximately \$30,000 more. If any country wished to know how much more they would have to pay under that option, he would be happy to give them the figures. He was naturally assuming that there would be no change to the scale of assessments, which would be discussed in New York and, normally, accepted by UNESCO.

6.2 With regard to the cost of the Millennium Development Goals (MDGs), it was often said that assuming the countries involved made maximum efforts, there would still be a financial gap of \$50 billion, which must be shared by the rich countries in the form of official development assistance (ODA). Given that current ODA was a little over \$50 billion, that figure would need to be doubled. More precise calculations were expected from the United Nations Millennium Project team, headed by Jeffrey D. Sachs, and would be passed on to the Board. Two of the MDGs concerned education: to achieve universal primary education (Goal 2), and to eliminate gender disparity in primary and secondary education (target 4 of Goal 3 – to promote gender equality and empower women). He recalled that at a lengthy presentation meeting on 17 September, he had elaborated on the financial gap relating to the Dakar EFA goals and the MDGs. With regard to the goal of achieving universal primary education, he had relied on the estimate of the *EFA Global*

Monitoring Report two or three years previously, which had indicated a financial gap of \$5.6 billion, assuming developing countries made further efforts towards achieving universal primary education. He would be pleased to provide the representative of Brazil with the statement he had made on that occasion. He agreed that education was a highly rewarding investment; developing countries were thus encouraged to invest more in education. He had been impressed by the information provided by the Minister of Education of Senegal, where 40% of the national budget was spent on education, and would eventually reach 50%. As far as he knew, that was the highest proportion in the world. Japan also attached high priority to education; when it had started on the path towards modernization over a century and a half previously, it had allocated 33% of the national budget to education, a level which, while not matching that of Senegal, was still very high. He would certainly be keen to organize a further study, along the lines of that suggested by the representative of Brazil.

6.3 In response to the specific point raised by the representative of Suriname, he had already asked the Assistant Director-General for Culture to contact him on that matter. With regard to the anti-doping convention, several options had been proposed concerning the follow-up mechanism; even if the option of light follow-up by UNESCO were chosen, that would require over \$1 million over the course of one biennium. It was naturally difficult to say when the new convention would come into force, even assuming that it were adopted at the next General Conference. That additional burden needed to be taken into account in UNESCO's budget. The final form of the follow-up mechanism would be further discussed at the intergovernmental meeting of experts to be held in Paris in January 2005.

7. Mr KUSI-ACHAMPONG (Ghana) said that at the Board's previous session, note had been taken of UNESCO's priorities, as mandated by the General Conference. It had also been observed in the FA Commission that the extrabudgetary resources of the Organization, which at that time had stood at around five times the regular budget, did not necessarily reflect the priority areas that had been set by the General Conference. For example, the representative of the Czech Republic had spoken at length about one of the priority areas – women. He therefore suggested that the Director-General should seek to prioritize activities for the next biennium, and highlight priority areas when budget cuts were being considered. With regard to the measures taken by the Director-General to strengthen the Africa Department, he hoped that there would be better coordination of the Africa-related activities of the sectors with those of the Africa Department, and that the Director-General would continue to strengthen the Department in order to give real meaning to paragraph I (a) of 32 C/Resolution 46. That was one of the reasons why there needed to be careful consideration of the budget scenarios presented by the Director-General. He reiterated his support for option 2, which would give the Director-General more room for manoeuvre in implementing the proposed activities in the forthcoming biennium, whereby a desirable increase in activities would be made possible by a reasonable growth in the budget.

8. Mr SHEYA (United Republic of Tanzania) recalled the eloquent proposal by the representatives of Pakistan and Rwanda regarding the budget, with which he could not agree more. While he sympathized with the advocates of option 4 – zero nominal growth –, he recalled that the question of the budget ceiling had preoccupied the Board for a number of years. The Organization had operated on zero nominal growth for almost four consecutive years. Concern had been expressed that perhaps the Director-General and the Organization were not taking appropriate measures to implement the programme and budget in a manner that satisfied Member States. However, he recalled that at the start of his functions, the new Director-General had embarked upon a reform process, apparently supported by all Member States. The success of the reform process had apparently been confirmed by the United States' return to the Organization in October 2003; the Board had increased the budget and had authorized the Director-General to adopt an "adjusted" zero

real growth scenario. “Adjusted” because the Director-General had felt that Member States might find it difficult financially to move too quickly to a zero real growth scenario. Agreement therefore appeared to have been reached that the budgetary principle was that of zero real growth. If a decision were now made to adhere to the budget ceiling approved for the previous biennia, thereby adopting the principle of zero nominal growth, that would appear to be a step backwards. He appreciated and sympathized with the financial difficulties faced by Member States, including his own, but said that if the Board Members really wanted UNESCO to be more visible, and able to do what Member States were advocating in all parts of the world, including Africa, the Director-General must be given some room for manoeuvre. He hoped that the resources thus made available would go to programmes, in order to meet the needs of disadvantaged people in the world in UNESCO’s various areas of competence, including education, science and technology, teacher-training in Africa, HIV/AIDS and illiteracy. He concurred with the representatives of Pakistan and Rwanda that budget option 2 should be adopted.

9. M. CARUSO (Italie), revenant sur le problème de la lutte contre le sida, note avec regret et étonnement que, malgré les efforts de l'UNESCO en matière d'éducation et de prévention dans le cadre de l'ONUSIDA, les documents distribués ne font nulle part état des projets de recherche en cours. Il rappelle qu'à la dernière session de la Conférence générale, le Directeur général avait lancé un appel à tous les États membres afin qu'ils assurent la poursuite d'un projet concret de mise au point d'un vaccin visant à éviter la transmission du sida de la mère à l'enfant après la naissance, dont la première tranche a été intégralement financée par l'Italie. Trois grands laboratoires, celui du professeur Montagnier, celui du professeur Gallo à Baltimore et un laboratoire italien, participent à ces travaux. Le Burkina Faso, le Cameroun et la Côte d'Ivoire ont eux aussi installé des laboratoires de recherche, et le Congo et la Libye seraient prêts à faire de même. Le stade de l'expérimentation, où l'OMS prendrait le relais, semble proche. On ne peut s'arrêter à mi-chemin, alors que l'objectif - tenter d'éviter la mort de millions d'enfants, notamment en Afrique - est en vue. C'est pourquoi M. Caruso avait quelques mois auparavant pris l'initiative de réunir autour d'une table un certain nombre de pays. L'un d'entre eux, les États-Unis, a déjà répondu à son appel par un geste concret. Porteur d'espoir, ce projet, conclut M. Caruso, a besoin du concours de tous, et en particulier du soutien du Secteur des sciences, qui se doit de le faire connaître dans ses documents.

10.1 The DIRECTOR-GENERAL said that he had been encouraged by the comments of the representatives of Ghana and the United Republic of Tanzania. In connection with the comments made by several representatives regarding Member States' capacity to pay, he recalled that when it had become known that the United States would be rejoining the Organization, paying 22% of the budget, he had proposed to the Board that instead of adding the entire United States contribution to the existing budget, half would be added to the budget and half would be “repaid” to Member States in the form of reduced contributions. As a result, \$66 million had been paid back to Member States, over 80% of which had gone to rich countries. Therefore, even if there were to be some nominal growth, he reminded Member States that if that growth remained within \$66 million dollars, they would still be paying less than they used to, particularly the richer countries. Even under budget option 3 or 2 they would still be paying less. With regard to Africa, he reiterated that in the light of UNESCO’s new collaboration with the New Partnership for Africa’s Development (NEPAD) and regional bodies, the importance of which had been stressed by Senegal’s Minister of Education, it was necessary to strengthen the Africa Department and UNESCO’s activities in Africa. Some of the initiatives that he had already mentioned, for example teacher training in sub-Saharan Africa, did address Africa directly, and other initiatives, such as those in the areas of literacy and HIV/AIDS, were also aimed at Africa.

10.2 Poursuivant en français, le Directeur général évoque le point que le représentant d'Italie a soulevé, dit-il, avec raison. L'initiative concrète lancée par ce pays est tout à fait cruciale puisqu'il

s'agit de recherches sur la transmission du sida de la mère à l'enfant. Aussi a-t-il lui-même lancé un nouvel appel afin que d'autres pays donateurs s'y associent. Il remercie la fondation du professeur Montagnier ainsi que le professeur Gallo de leur coopération et promet de veiller à ce que le Secteur des sciences exactes et naturelles prenne toutes les mesures nécessaires.

11. M. KABORÉ (Burkina Faso) remercie le Directeur général de n'épargner aucun effort pour que l'UNESCO tienne compte des problèmes de l'Afrique. Il est toutefois un domaine dans lequel les préoccupations de l'Afrique ne semblent être entendues ni par le Secrétariat ni par les autres membres du Conseil exécutif, à savoir la science et la technologie. Lorsqu'à la Conférence des Nations Unies sur la science et la technique au service du développement, organisée à Vienne en 1979, l'UNESCO s'était opposée aux partisans de la création d'une nouvelle institution spécialisée chargée de la science et de la technologie, elle avait reçu l'appui de tous les pays en développement qui n'avaient sans doute pas oublié combien il avait été difficile en 1945-1946 d'obtenir que la science figure dans le mandat et le nom de l'Organisation. Or, il est très inquiétant de constater aujourd'hui le retard de l'Afrique dans ce domaine et le fait qu'elle ne prend aucune part aux activités de plusieurs programmes scientifiques internationaux du Secteur des sciences exactes et naturelles. C'est un problème sur lequel le Burkina Faso avait déjà tenté d'appeler l'attention lors de son précédent mandat au Conseil exécutif il y a dix ans. M. Kaboré note qu'à la dernière réunion des commissions nationales et des bureaux hors Siège qui s'est tenue au Mozambique, plusieurs pays se sont plaints eux aussi de l'absence de toute liaison avec les grands programmes scientifiques de l'UNESCO, à l'exception du MAB. Sans nourrir des ambitions démesurées, l'Afrique a besoin d'acquérir des compétences scientifiques. À l'heure où le monde ne cesse de rapetisser, il en va de l'intérêt de tous. L'expérience passée l'a bien montré, ce n'est pas une question d'argent mais de volonté et d'éthique. L'UNESCO, si elle veut rester crédible, se doit d'aider à réduire les disparités qui existent dans le domaine de la science et de la technologie faute de quoi la paix ne règnera jamais sur terre.

12. La Sra. MURRIETA (Ecuador) dice que su punto de vista coincide con el expresado por el delegado del Brasil y el Director General con respecto a las ventajas de invertir en la educación. Teniendo en cuenta el empeño del Director General por lograr que la educación para todos sea una realidad, así como la dramática situación de los países del Tercer Mundo, como Ecuador -donde el 50% del presupuesto anual del Estado se destina al servicio de la deuda pública, mientras que la población infantil desnutrida alcanza un 70%, los edificios escolares tienen por piso la tierra y por techo enramadas, los niños acuden a las aulas con el estómago vacío y, además, son a menudo víctimas de la violencia doméstica-, pide a la UNESCO que emprenda una acción relativa a la deuda externa ante todos los gobiernos interesados, a fin de que se convierta en realidad el sueño del Tercer Mundo: cambiar la deuda por educación.

(12) Mme MURRIETA (Équateur) déclare rejoindre le point de vue exprimé par le représentant du Brésil et le Directeur général quant à l'utilité d'investir dans l'éducation. Soulignant les efforts du Directeur général pour faire de l'Éducation pour tous une réalité, ainsi que la situation dramatique des pays du tiers monde, comme l'Équateur - où la moitié du budget annuel de l'État est consacré au service de la dette publique alors que 70 % de la population infantile souffre de malnutrition, que le sol des établissements scolaires est fait de terre battue et leur toit de branchages, que les enfants arrivent en classe le ventre vide et qu'ils sont souvent victimes de violences domestiques -, elle demande à l'UNESCO d'entreprendre auprès de tous les gouvernements intéressés des démarches au sujet de la dette extérieure, afin que le rêve du tiers monde - échanger dette contre éducation - devienne une réalité.

13. Ms OLIVER (United States) recalled that at the Board's previous session, she had said that one of the major reasons her country had rejoined UNESCO was because it recognized that

education was the key to opportunity, development and human dignity. The United States hoped to work with UNESCO to share the benefits of education that many took for granted. The most important duty of every nation was to educate its citizens. UNESCO's most important duty was to help ensure that even the world's most challenged regions could provide their citizens with an education upon which to build a future. She applauded the Director-General for taking stock of UNESCO's efforts to achieve the Dakar goals and to promote the cause of education. She appreciated that the Organization now saw the education for all (EFA) challenge as a cross-sector, house-wide issue, with the active participation of such satellite assets as the International Institute for Educational Planning (IIEP), the UNESCO Institute for Statistics (UIS) and the UNESCO Institute for Education (UIE). Nowhere was a holistic approach more appropriate than in education. Education was a cornerstone of strong civil societies – if UNESCO could get education right then other successes would follow. Education was the most effective way to reduce the HIV/AIDS pandemic, alleviate extreme poverty, boost economies, facilitate the advancement of science, and plant the seeds of peace to counter intolerance and terrorism. Education lifted girls and women to be full participants in society. It empowered the excluded and the disabled; it could help post-conflict countries such as Afghanistan, Iraq and Sudan rise above adversity and begin anew. However, now was perhaps not the time to create costly new programmes to confront those challenges, but rather to bolster existing programmes under the EFA umbrella. With the largest portion of UNESCO's budget allocated to education, the staff and infrastructure already existed that could accommodate innovative new ideas and programmes. So before adding new actions, the Board should first ask: could it build on what it already had? Could it tap the best within UNESCO in order to accomplish the Organization's goals? Could it convince other organizations in both the public and private sectors to support the Organization's efforts? Finally, she reiterated that if Member States felt that existing programmes were not performing satisfactorily, then it was perhaps time to look at discontinuing them in order to make way for new and better programmes and ideas.

14.1 The DIRECTOR-GENERAL said that the issue of external debt-swapping for education had been mentioned at the International Conference on Education in Geneva, a matter which, as he had indicated at the information meeting of 17 September, he intended to look into carefully. It was a completely new area, in which UNESCO would need to work with the World Bank and the International Monetary Fund. The Organization would certainly fulfil its responsibility to conduct a basic study in that area.

14.2 He agreed with many points raised by the representative of the United States, and said that UNESCO had no intention of starting over-ambitious initiatives. The three initiatives he was launching were based on existing mechanisms which optimized the Organization's experience, avoided duplication and strengthened coordination with other agencies; for example the HIV/AIDS initiative was being coordinated with other agencies through the UNAIDS programme. He concurred that education – and EFA in particular – required a holistic approach.

14.3 Poursuivant en français, le Directeur général répond aux remarques du représentant du Burkina Faso quant à l'importance de la coopération avec l'Afrique en matière de science et de technologie. Pleinement consciente de la nécessité de renforcer ses efforts dans ce domaine, l'UNESCO a déjà organisé une réunion ministérielle en novembre 2003 en collaboration avec le Secrétariat du NEPAD. Elle met par ailleurs sur pied diverses activités concrètes dont le Directeur du secteur concerné se fera un plaisir d'expliquer les modalités.

١٥ أكد السيد النعيمي (البحرين) على ضرورة أن يكون التطلع إلى تحقيق المزيد من الإنجازات في إطار الإمكانيات المتاحة للمنظمة من ناحية، وفي إطار الأولويات التي حددها المؤتمر العام من ناحية أخرى. وأيد، في هذا الصدد، من سبقه من أعضاء المجلس الذين أكدوا على أهمية تحقيق هذا التوازن. وأوضح أن

رفع كفاءة الأداء في المنظمة يمكن أن يتحقق عن طريق الإجراءات النوعية التي يستطيع المدير العام اتخاذها، أو اتخاذ المزيد منها. وضرب على ذلك أمثلة عديدة، منها: توظيف الموارد بصورة أفضل؛ والاستمرار في سياسة اختيار الموظفين وفق معايير أكثر دقة؛ والنظر في مواصلة السياسة القائمة على ثقافة التجديد والابتكار كنهج مستدام للعمل في المنظمة؛ والاهتمام بسياسة التدريب المستمر للموظفين؛ والتركيز على المشروعات القائمة وعدم الانتقال إلى مشروعات أخرى غيرها قبل أن يتم الانتهاء منها، وذلك بغية الاقتصاد في الموارد وتفادي الازدواجية. ورأى أن ذلك يتيح تقديم المزيد من الخدمات إلى الدول الأعضاء التي ستبقى دائما بحاجة إلى الدعم العلمي والثقافي والتربوي الذي تقدمه المنظمة إليها. وأكد على تزايد أهمية الدور الذي تضطلع به اليونسكو على ضوء الأحداث التي شهدتها العالم في السنوات الماضية. وقال إن الإنسانية ستبقى تحتاج إلى خدمات المنظمة كي تتمكن من متابعة التطورات في مجالات اختصاص اليونسكو ومن الإسهام بالتالي في تحقيق صالح البشرية.

(15) M. AL NOAIMI (Bahreïn) insiste sur la nécessité de veiller à ce que les réalisations supplémentaires projetées soient compatibles avec les capacités de l'Organisation et conformes aux priorités établies par la Conférence générale. Il approuve à cet égard les membres du Conseil qui ont réaffirmé l'importance d'un tel équilibre, en précisant que le Directeur général pourrait prendre ou poursuivre certaines mesures afin d'améliorer l'efficacité de l'Organisation, par exemple : une meilleure affectation des ressources, la recherche constante de critères plus rigoureux pour la sélection de nouveaux fonctionnaires, la poursuite de la politique de renouvellement et de rajeunissement du Secrétariat, l'importance accordée à la formation continue du personnel et l'accent mis sur les projets existants et leur réalisation avant d'en entreprendre de nouveaux, de façon à économiser les ressources et éviter les doubles emplois. L'Organisation pourrait ainsi fournir des services plus nombreux aux États membres, qui auront toujours besoin de son appui dans les domaines de la science, de la culture et de l'éducation. Les événements que le monde a connus depuis un certain nombre d'années appellent l'UNESCO à jouer un rôle croissant. Les États membres auront toujours besoin de l'Organisation pour suivre l'évolution de la situation dans ses domaines de compétence et contribuer ainsi à la réalisation des intérêts de l'humanité tout entière.

16. Mr AZIZ (Afghanistan) requested the Director-General to draw up a paper providing details of Member States' budgetary contributions before and after the re-entry of the United States. The paper could be submitted to the Drafting Group to be convened on agenda item 4.1.

17.1 Mr OBEEGADOO (Mauritius) said that there appeared to be three different positions held by the Board in relation to the budgetary options: a few Member States were in favour of option 4 owing to their very difficult financial situation; some Member States were asking for more time and information; and quite a few Member States were for option 2, which was the preferred option of the Africa group. He was convinced of the justification for option 2, on the basis of the comments made by the representative of Pakistan and, in particular, the Director-General's explanation that there would be many other financial implications arising from, for example, initiatives that would need to be taken in the light of the strategic review of UNESCO's role in education for all (EFA).

17.2 Poursuivant en français, M. Obeegadoo s'associe donc à la proposition du Rwanda tendant à retenir le scénario 2 comme base pour l'établissement du document 33 C/5.

17.3 Continuing in English, he congratulated the Director-General on the three initiatives he was launching. Noting that the resources under the Fast-Track Initiative Catalytic Fund were exhausted, he asked the Director-General what the prospects were for achieving a higher level of

commitment and mobilization of resources at the Brasilia meeting. Further, he asked the Director-General, while understanding his difficult position, whether he believed there was scope for additional resources for the UNESCO Institute for Statistics (UIS), the work of which was fundamental in order to determine whether the Organization was moving in the right direction.

18. Ms VATSYAYAN (India) stressed, in relation to the six Dakar EFA goals, the importance of integrating life skills, vocational skills and local resource management into basic education. For instance, a number of arid zones had very sophisticated indigenous systems of water conservation. Successful experiments and programmes had been carried out in that field in India, for example, especially in Rajasthan. That tied in with the issue of South-South dialogue, for it was such indigenous systems, which were still valid, that needed to be shared and brought into the education system. She stressed women's creativity, and said that the field of crafts – which had been addressed by the Culture Sector only – should also be brought into the Education Sector. Finally, while the issue of biodiversity and cultural diversity was mentioned in relation to all the sectors, it needed to be addressed in an integrated manner.

19. Mr CRADDOCK (United Kingdom) remarked that the discussion appeared to have taken on a certain complacency, as if the education for all (EFA) review had now been completed; he reminded the Director-General that UNESCO was in fact very much at the beginning of a serious process. It was “make-or-break” time for the Organization in the context of the Millennium Development Goals and EFA – UNESCO had about 18 months left in which to prove that it could work. If it did not, the international system as a whole would continue to ignore UNESCO. The challenges in education were crucial: if the review were used properly and the right conclusions were reached, that would do a great deal to improve the Organization, and help get the whole international system working more effectively. He suggested that the issue of financing was exactly the sort of question on which UNESCO should be telling the Member States what to do, acting as a highly visible leader to drum up extra funding to fill the very large gap facing many countries. The Director-General should be reprimanding countries like the United Kingdom for not providing enough money; all countries, including developing countries, would welcome greater leadership and greater coordination by UNESCO.

20. The DIRECTOR-GENERAL, in response to the request of the representative of Afghanistan, said that if it was considered to be useful he would provide a document indicating Member States' contributions to the budget for the current biennium, which was \$610 million; their contributions to the previous budget of \$544 million; and what their contributions would be under budget scenario 2 (\$647.8 million). Regarding the EFA review, he concurred with the first point made by the representative of the United Kingdom, and stressed that it was important to have a constructive discussion, reach conclusions and, more particularly, implement them. Turning to the issue of financing, he reminded Board Members that he had organized a very important meeting on 17 September – at which the Ambassador of the United Kingdom had not been present – on aid flows for educational development with the Deputy Secretary-General of the Organisation for Economic Co-operation and Development (OECD) and the Chair of the Development Assistance Committee (DAC). Further meetings would be held, and cooperation with OECD, and DAC in particular, would be strengthened. While it was true that UNESCO's role should be strengthened, it was wrong to assume that the international community did not appreciate the role played by the Organization – it did –, but he agreed that there was no room for complacency: UNESCO should strengthen its role by implementing the conclusions of the review. The UNESCO Institute for Statistics (UIS) played a crucial role in the area of education, and in other areas, and its input was essential for the *EFA Global Monitoring Report*. UIS therefore needed to be strengthened, not only through the regular budget but also through extrabudgetary funding, on which it depended heavily. In that connection, he said that the Fast-Track Initiative (FTI) was now part and parcel of the EFA

process. In the past, the World Bank and UNESCO had co-organized FTI donors' meetings, independently of the High-Level Group meetings. When the High-Level Group on Education for All met in November in Brasilia, the meeting of the FTI donors would be held back-to-back. He intended to attend at least part of the FTI donors' meeting. The linkage between FTI, the World Bank and the EFA process was thus being strengthened. He said that the point raised by the representative of Mauritius concerning the FTI Catalytic Fund should be discussed at the donors' meeting, and he hoped that more donor funds would be forthcoming. With regard to the matter of fresh water conservation, and traditional water management techniques, he concurred with the representative of India that South-South cooperation was extremely important. In that connection, he recalled that on the initiative of the Iranian Government, a new Category II Centre had been established in that field.

Mr Rousson took the Chair.

21. Mr RACHMAN (Indonesia) said that it was the increasing number of educated people in Indonesia that had ultimately brought freedom to his country, and that he was grateful to the Netherlands in that regard. Through education, democracy could be improved and human rights upheld. Despite the considerable theoretical support received from UNESCO (issues such as the quality of teachers, their legal status, their welfare, and protection of their rights had been addressed), the country faced practical problems in the area of education. There was a growing number of pupils for example, especially in remote islands, where education provision was difficult. Human rights education for peace also posed a problem, and required harmonization of values between the often conflicting institutions of home, school and society; he suggested that UNESCO might address that problem. Turning to the issue of freshwater, he said that Indonesia had a unique role to play since it was the second-largest tropical rainforest country, and its natural resources were at serious risk; that could in turn affect the availability of clean water globally. He further drew attention to the serious problem of young people in his country losing their Indonesian identity because of their exposure to open media in which materialistic rather than spiritual values dominated; he suggested that UNESCO address that problem in its cultural diversity activities, and strive to strike a balance between the two. The provision of media was difficult in remote areas; another problem was the risk of disrupting the social cohesiveness of certain societies through inappropriate programmes promoting individualistic ways of life. Finally, he agreed with the comment made by the representative of India regarding the need for cultural diversity to be integrated throughout the sectors. He concluded by quoting a Chinese proverb which was admirably suited to UNESCO: "If you want to help someone, don't give them a fish; give them a fishing rod".

22. Mr SATO (Japan) concurred with the representative of Australia that it was important to implement the idea of education for sustainable development (ESD) in UNESCO's programmes; for ESD activities to be fruitful, an intersectoral approach needed to be adopted. He believed that UNESCO should call upon all stakeholders to work together, providing the necessary information and carrying out public-relations activities at each level. In that regard, he had welcomed the Director-General's reply regarding his prompt distribution of the international implementation plan, which UNESCO had completed and would be presenting at the United Nations. He appreciated the holding of an information meeting on that subject, and asked the Director-General what the key point of the international implementation plan was. He expressed his appreciation for the good preparation of the United Nations pavilion at the 2005 World Exposition in Aichi, Japan, and requested the Director-General to provide more information on UNESCO's participation in the World Exposition, whose theme, "Nature's wisdom", was closely related to the philosophy of ESD.

23.1 La Sra. LÓPEZ (Venezuela) dice que la UNESCO, en cuanto inspiradora de corrientes de pensamiento positivo, sirve de guía y orientación para todos los esfuerzos encaminados a alcanzar

los Objetivos de Desarrollo para el Milenio, que concuerdan con los propósitos que animan a los pueblos en la búsqueda de la equidad y la justicia.

23.2 Recuerda que en la reunión de la 47ª Conferencia Internacional de Educación celebrada recientemente en Ginebra, el profesor Aristóbulo Istúriz, Ministro de Educación y Deporte de Venezuela, se refirió a la importancia que reviste resolver el problema de la exclusión, saldando así la deuda histórica contraída con las poblaciones marginadas desde generaciones atrás. A este respecto, señala que en la actualidad América Latina cuenta todavía con 43 millones de analfabetos, lo cual pone de relieve que los esfuerzos realizados hasta ahora no han sido suficientes y que es necesario abordar este problema de otra manera.

23.3 Prosigue diciendo que en Venezuela, aunque se ha previsto incrementar el presupuesto dedicado a educación para que pase del 2,3% al 7% del PIB, se tiene conciencia de que ese aumento no basta para saldar la enorme deuda social existente y resolver, en particular, los problemas de la exclusión y el analfabetismo. Señala que parte de los recursos de la renta petrolera se han dedicado a hacer frente a esta situación, que se viene arrastrando desde hace muchos años. Agrega que el combate contra la exclusión en el sector educativo va acompañado de otros planes para erradicarla en el plano social, sanitario y laboral, y garantizar la seguridad alimentaria, la vivienda, la capacitación y la integración de las poblaciones indígenas, entre otros objetivos. Afortunadamente en Venezuela se ha logrado que en el Programa de Alfabetización Nacional participen 1.250.000 personas que, cuando hayan completado sus estudios de primaria, tendrán la posibilidad de proseguir su educación secundaria gracias a otros proyectos e incorporarse posteriormente al aparato productivo. Asimismo, el reconocimiento de las poblaciones indígenas y su incorporación al desarrollo nacional es un logro importante del cual se enorgullece Venezuela, país que procura cumplir cabalmente con los Objetivos de Desarrollo para el Milenio y que, impulsado por el proceso político en curso, se orienta hacia la dignificación de su sociedad.

23.4 La oradora hace observar que el sistema de educación venezolano experimenta una transición hacia un modelo que trata de impedir que se repita la exclusión. Ese proceso, que se halla en su segunda fase, ha permitido, desde el año pasado, que más de 1.100.000 personas se inscriban en programas de consolidación educativa destinados a los que han carecido en la vida de motivación y de cauce para cubrir sus necesidades y orientados a la formación para el trabajo y las microempresas. Simultáneamente, dice, se sigue persiguiendo la meta de la igualdad entre los sexos en la enseñanza básica y media, en el contexto del esfuerzo por alcanzar los Objetivos de Desarrollo para el Milenio. Por lo que respecta a la lucha contra el flagelo del VIH/SIDA, y habida cuenta de la demanda de la Organización de crear una mayor concienciación, la representante de Venezuela informa de que su país está aplicando una política nacional en este sentido por medio de los 275 centros docentes del Programa de Escuelas Bolivarianas asociadas a la UNESCO, y está atendiendo masivamente esta amenaza para la salud de las poblaciones.

23.5 Prosigue diciendo que, junto con Argentina y Brasil, Venezuela ha promovido la creación de un fondo destinado a la financiación de los sistemas educativos y al canje de la deuda por educación, previendo la asignación de un 3% a un 5% del pago por servicio de la deuda a los programas educativos como paso trascendente para saldar la deuda social. Señala que la delegada de Ecuador se ha unido a esta propuesta, para la que se están buscando vías de aplicación por conducto de organismos regionales como la Comisión Económica para América Latina y el Caribe (CEPAL) y el Banco Interamericano de Desarrollo (BID).

23.6 Por último, dice que el Gobierno de Venezuela ha asumido plenamente los compromisos contraídos en Dakar por medio de su participación en las actividades del Centro Regional para la Educación Superior en América Latina y el Caribe (CRESALC), del INEA y de otros organismos regionales y subregionales dedicados a la educación, la ciencia y la cultura, para los cuales la

alfabetización es un paso fundamental hacia el logro de los Objetivos de Desarrollo para el Milenio. Al haber cumplido su país con la parte de compromiso que le corresponde en el ámbito de la educación, la representante de Venezuela pide que en el próximo presupuesto bienal se siga otorgando la máxima prioridad a una educación de calidad para todos, tal y como acordaron los Estados de la Región América Latina y el Caribe en la reciente reunión celebrada en Aruba, y que se conceda también una atención prioritaria a la enseñanza técnica y profesional y la educación secundaria y superior, haciéndose hincapié en la formación de los profesores, así como a la educación científica y tecnológica y la educación para una cultura de paz.

(23.1) Mme LÓPEZ (Venezuela) dit que l'UNESCO, inspiratrice de courants de pensée positifs, sert de guide et de boussole à l'ensemble des efforts visant à atteindre les Objectifs du Millénaire pour le développement, qui coïncident avec les aspirations des peuples en quête d'équité et de justice.

(23.2) Elle rappelle qu'à la 47e session de la Conférence internationale de l'éducation qui s'est tenue récemment à Genève, M. Aristóbulo Istúriz, ministre de l'éducation et du sport du Venezuela, a évoqué la nécessité de résoudre le problème de l'exclusion, et de s'acquitter ainsi de la dette historique contractée vis-à-vis des populations marginalisées depuis des générations. Elle note à ce sujet que l'Amérique latine compte, encore aujourd'hui, 43 millions d'analphabètes, ce qui montre bien que les efforts consentis jusqu'à présent ont été insuffisants et qu'il est nécessaire de traiter le problème autrement.

(23.3) Le Venezuela, qui a prévu d'accroître le montant du budget de l'éducation pour le porter de 2,3 à 7 % du PIB, a conscience que cette augmentation ne suffira pas à régler l'énorme déficit social actuel ni à résoudre, en particulier, les problèmes liés à l'exclusion et à l'analphabétisme. Une part des revenus de la rente pétrolière a été utilisée pour faire face à cette situation, dont l'origine remonte à plusieurs années. La lutte contre l'exclusion menée dans le secteur éducatif doit l'être aussi dans les domaines social et sanitaire ainsi que dans le secteur de l'emploi afin de garantir notamment la sécurité alimentaire, le logement, la formation et l'intégration des populations autochtones. Heureusement le Venezuela est parvenu à faire bénéficier de son Programme d'alphabétisation national 1.250.000 personnes, auxquelles d'autres projets permettront, au terme du cycle primaire, de poursuivre leurs études dans le secondaire avant de rejoindre le monde du travail. De même, la reconnaissance des populations autochtones et leur intégration dans le développement national est une réussite importante dont s'enorgueillit le Venezuela, pays qui s'attache à réaliser scrupuleusement les Objectifs du Millénaire pour le développement et où le processus politique en cours vise à restaurer la dignité sociale.

(23.4) L'oratrice fait observer que le système éducatif vénézuélien s'oriente vers un modèle conçu pour empêcher la reproduction de l'exclusion. Ce processus, qui est entré dans sa deuxième phase, a permis, depuis l'année précédente, à plus de 1.100.000 bénéficiaires de s'inscrire à des programmes de formation complémentaire destinés aux personnes que l'absence de motivation ou les aléas de la vie ont privées de la possibilité de subvenir à leurs besoins, et axés sur l'obtention d'un emploi ou la création d'une micro-entreprise. Dans le même temps, le Venezuela continue de promouvoir l'égalité entre les sexes dans l'enseignement de base et le secondaire, dans le cadre de la réalisation des Objectifs du Millénaire pour le développement. S'agissant de la lutte contre le VIH/sida, le Venezuela, répondant à l'appel de l'Organisation en faveur d'une meilleure sensibilisation à ce fléau, met en œuvre une politique nationale dans ce sens, à travers les 275 centres d'enseignement du Programme des écoles bolivariennes associées à l'UNESCO et consacre d'importants efforts à la lutte contre cette menace pour la santé des populations.

(23.5) Le Venezuela, de pair avec l'Argentine et le Brésil, a proposé la création d'un fonds destiné au financement des systèmes éducatifs et à l'échange dette contre éducation, et il prévoit d'affecter de 3 à 5 % du service de la dette aux programmes éducatifs, ce qui constitue une étape décisive vers la résorption du déficit social. L'oratrice indique que la représentante de l'Équateur s'est jointe à cette proposition, dont on étudie les modalités d'application par le biais d'organismes régionaux comme la Commission économique pour l'Amérique latine et les Caraïbes (CEPALC) et la Banque interaméricaine de développement (BID).

(23.6) Enfin, Mme López dit que le Gouvernement du Venezuela a assumé pleinement les engagements pris à Dakar en participant aux activités du Centre régional pour l'enseignement supérieur en Amérique latine et dans les Caraïbes (CRESALC), de l'INEA et d'autres organismes régionaux et sous-régionaux se consacrant à l'éducation, à la science et à la culture, pour lesquels l'alphabétisation est une étape fondamentale sur la voie de la réalisation des Objectifs du Millénaire pour le développement. Soulignant que son pays s'est acquitté de la part des responsabilités qui lui échoient dans le domaine de l'éducation, elle demande que, dans le prochain budget biennal, on continue à accorder la plus grande priorité à une éducation de qualité pour tous, comme les États de la région Amérique latine et Caraïbes en sont convenus à la récente réunion d'Aruba, et qu'on accorde également une attention prioritaire à l'enseignement technique et professionnel et à l'enseignement secondaire et supérieur - en mettant l'accent sur la formation des enseignants - ainsi qu'à l'enseignement scientifique et technologique et à l'éducation pour la culture de la paix.

24.1 The DIRECTOR-GENERAL said that in the spirit of the Chinese proverb cited by the representative of Indonesia, UNESCO was providing the “fishing rod” rather than the “fish” in all areas, in particular in the field of education. For example, in many cases efforts were being made to train trainers of teachers instead of training the teachers themselves, giving rise to a multiplier effect – once trained, trainers would then, in turn, train teachers and those teachers would go on to teach a large number of pupils.

24.2 The concept of sustainable development had evolved ever since its emergence in 1972 at the United Nations Conference on Human Environment in Stockholm. The follow-up meeting to that Conference had been the 1992 United Nations Conference on Environment and Development (the Earth Summit) in Rio de Janeiro. Sustainability was a key concept; it applied not only to development, but to nearly all the Organization's activities. For example, among the conclusions reached at a recent inter-agency meeting was that failure to achieve sustainability in freshwater consumption would lead to a very serious freshwater crisis in the near future. Education for sustainable development (ESD) therefore meant educating people, young and old, about the values, behaviour and lifestyle necessary for a sustainable future and for positive social transformation. At the same time, the term “education” tended to focus more on the providers – teachers and parents, while the term “learning” evoked a process in which children and young people were actively engaged. It was important, therefore, to shift the sustainable development focus from education to learning without, naturally, neglecting the former, and bearing in mind the three pillars on which the Organization would be implementing its sustainable development effort – society, environment and economy.

24.3 From 25 March to 25 September 2005, Japan would be hosting World Expo 2005, the theme of which was synergy with nature, or nature and wisdom, a subject to which the Organization attached great importance. The Secretary-General of the United Nations had appointed UNESCO lead agency for the United Nations pavilion. United Nations Day, June 26, which would fall in 2005 on a Sunday, would be celebrated the following Monday, and he hoped that the Secretary-General would be able to attend. He would be taking that opportunity to convene an important meeting

concerning globalization and education for sustainable development, in collaboration with the United Nations University. UNESCO and its United Nations partners would also be sponsoring other events.

25. The CHAIRMAN asked the Director-General if the United Nations would be providing funds for the United Nations pavilion at the World Exposition.

٢٦,١ أشار السيد النعيمي (البحرين)، فيما يتعلق بقضية جودة التعليم، إلى أن من أسباب تحقيق الجودة في هذا المجال استفادة النظام التعليمي من النقاش المتواصل بين العاملين داخل النظام والمنفعين به من خارجه، ومن بينهم أولياء الأمور، والقطاع الخاص، والممولون، بل وأولئك الذين يقومون بمراقبة العملية التعليمية. وأكد أن إحدى المهام الكبرى التي تواجه النظام التعليمي ككل، والمجتمعات التي تقوم عليه، هي مهمة تحديد أهداف هذا النظام وصياغته بصورة عملية وواضحة مع تحديد أولوياته. وقال إن هناك مهمة أخرى ترتبط بهذه المهمة وتتمثل في تقييم مخرجات النظام التعليمي من أجل تحديد مدى نجاحه في تحقيق الأهداف المنشودة.

٢٦,٢ وشدد على أهمية التمييز بين نهجين في النظر إلى مسألة الجودة في التعليم: النهج الأول، وينطلق مفهوم الجودة فيه من الرؤية الداخلية للنظام التعليمي. والنهج الثاني، وينطلق مفهوم الجودة فيه من الرؤية الخارجية، أي أنه يتحدد بمدى ارتباط النظام التعليمي بالواقع، وبمدى ملاءمته لاحتياجات المجتمع. وقال إنه بصرف النظر عما يؤدي إليه هذان النهجان من تباين في النتائج، فإن التربويين متفقون على ضرورة النظر إلى مستوى الجودة من زاوية مدى ملاءمتها لحاجة الأفراد والمجتمع. وأكد، في هذا الصدد، على ضرورة التوفيق بين النهجين على ألا يفهم من ذلك أن يحل المستوى الضعيف محل المستوى الجيد، ذلك أن المعيار الحاسم هو مدى ملاءمة التعليم للاحتياجات الحقيقية للتلاميذ ومدى ارتباطه بالقيم السائدة وباحتياجات المجتمع.

٢٦,٣ وتطرق إلى دور المعلم والكتاب المدرسي في عالم ثورة المعرفة، فقال إن هذا الدور يحتاج إلى متابعة مستمرة نظرا لما ينشده الجميع من تحقيق للانسجام بين التعليم والحركة السريعة التي يشهدها العالم في كافة المجالات.

٢٦,٤ وأشار إلى قضية التعلم مدى الحياة، فقال إن كثيرين يرون من الضروري أن تولي النظم التعليمية اهتماما كبيرا لا لتخريج أشخاص متعلمين فحسب، وإنما لتخريج أفراد قادرين أيضا على التعلم بكفاءة عالية مدى الحياة، وعلى الإسهام الفعال في التنمية المستدامة. وأكد أن تحقيق ذلك يتطلب وضع مناهج جديدة، واعتماد أساليب جيدة للتدريس، وتأهيل المعلمين تأهيلا عسريا.

٢٦,٥ وشدد على أهمية أن تواصل المنظمة الجهد الذي بدأت من أجل تحقيق جودة التعليم ولا سيما على ضوء ما تم الاتفاق عليه في اجتماع المائدة المستديرة الذي نظمته اليونسكو على هامش الدورة الثانية والثلاثين للمؤتمر العام. وأعرب عن أمله في أن تتضمن الوثيقة ٣٣ م/٥ ما يؤكد اهتمام اليونسكو بتفعيل هذا الجانب الهام والمتعلق بمخرجات التعليم وتحقيق الجودة.

(26.1) M. AL NOAIMI (Bahreïn) dit que l'un des facteurs qui contribuent à assurer l'excellence de l'éducation est l'aptitude du système éducatif à tirer parti du débat permanent entre ceux qui travaillent à l'intérieur du système et ceux qui en bénéficient de

l'extérieur, notamment les pouvoirs publics, le secteur privé, les organismes de financement et les entités qui supervisent l'enseignement. L'une des grandes missions qui incombent à tous les systèmes éducatifs et aux sociétés qu'ils produisent consiste à définir les objectifs du système et à les formuler en termes opérationnels et clairs, en définissant également les priorités. Une autre mission, liée à la première, consiste à évaluer les résultats du système éducatif afin de déterminer dans quelle mesure celui-ci atteint les objectifs voulus.

(26.2) Il y a deux façons bien distinctes d'envisager la question de la qualité de l'éducation. La première conçoit la qualité d'un point de vue interne au système éducatif, et la seconde d'un point de vue externe, celui de ses liens avec la réalité et de son adéquation aux besoins de la société. Abstraction faite des différences de résultats entre ces deux conceptions, tous les spécialistes de l'éducation sont d'accord sur la nécessité d'aborder la question du niveau de qualité de l'enseignement sous l'angle de son adéquation aux besoins des individus et de la société. Il convient donc de concilier les deux perspectives, ce qui ne signifie pas qu'il faille s'accommoder d'une baisse de la qualité de l'enseignement, le critère déterminant étant l'adéquation de l'enseignement à l'élève et ses rapports avec les valeurs qui ont cours dans la société.

(26.3) Le rôle de l'enseignant et des manuels scolaires dans un monde qui connaît une révolution du savoir doit être réévalué en permanence, l'objectif général étant d'assurer la conformité de l'enseignement à l'évolution rapide du monde dans tous les domaines.

(26.4) En ce qui concerne l'éducation tout au long de la vie, nombreux sont ceux qui considèrent que les systèmes éducatifs doivent s'attacher non seulement à faire acquérir un certain niveau d'instruction, mais aussi à former des personnes capables d'améliorer leurs qualifications tout au long de leur vie et de contribuer effectivement au développement durable. Il faut pour cela adopter des méthodes nouvelles et des modalités d'enseignement efficaces ainsi que des méthodes modernes de formation des enseignants.

(26.5) L'UNESCO doit poursuivre l'œuvre d'amélioration de la qualité de l'enseignement qu'elle a entreprise, en tenant compte notamment des points d'accord qui se sont dégagés de la table ronde que l'UNESCO a organisée en marge de la 32e session de la Conférence générale. Il faut espérer que le contenu du document 33 C/5 reflétera l'importance que l'UNESCO accorde à la mise en œuvre effective de cet aspect important qui a trait aux résultats et à la qualité de l'enseignement.

27.1 Ms MADDEN (Australia) said that she agreed with the representative of the United Kingdom that the Organization must guard against any sense of complacency in relation to education for all (EFA). At its previous session, the Board had voiced growing concern about failures or perceived failures in that field. In her country, when a small or large company, or regional or local authority failed to achieve results in a flagship programme, the consequences were significant. Staff members were sometimes fired and senior executives were sometimes called to task or even asked to resign. While not suggesting that such action be taken, she recalled the words of the Australian Foreign Minister who, echoing comments by the Secretary-General himself, had declared that in the absence of change and adaptation, the United Nations would wither as the nations of the world bypassed it in favour of mechanisms that were more relevant to their needs. Those comments also applied directly to UNESCO and the challenge of implementing education for all. In a frank reply to her questions concerning the effectiveness of EFA efforts, her country's aid agency had said that it was focusing delivery of EFA aid on superior, more efficient mechanisms because of a general impression that current delivery modes were not working. She had, she was glad to report, practical and concrete ideas for moving ahead in that field. In that connection, she

endorsed Burkina Faso's observation that it was not simply a matter of money, but a matter of will. She had been struck by the repeated references to the terrible statistics on illiteracy levels. Clearly, UNESCO still had a long way to go to make education for all work better. She welcomed any comments by the Director-General that might assist the Board in its consideration of UNESCO's post-Dakar role in EFA.

28. Mr LAKATOS (Hungary) endorsed Brazil's view that education provided the greatest return on any investment, and added that that was particularly true with regard to the quality of education. Each Member of the Board and each member of the Secretariat – those assisting the Board directly and those working behind the scenes and in the field – were able to do their job because they had received a high-quality education. Finally, he wished to recall the words of a Hungarian poet, who had said that it was not numbers, but the free soul of free people that worked miracles.

29.1 The DIRECTOR-GENERAL said that the United Nations Secretary-General would not be providing any funding for World Expo 2005. Money would be provided, however, by Japan to help build the United Nations pavilion. No financing would be allocated from the UNESCO regular budget for that purpose. He wished to thank Germany, albeit belatedly, for its generous assistance to the United Nations in the context of World Expo 2000 in Hanover.

29.2 He wholeheartedly endorsed Bahrain's emphasis on the importance of quality education. The current year's *EFA Global Monitoring Report*, which would be presented to the forthcoming meeting in Brasilia of the High-Level Group on Education for All, would focus on the quality of education. He hoped, therefore, that the Board could have a constructive discussion on how to improve the quality of education in the context of education for all (EFA) and, in particular, in relation to the sixth goal of the Dakar Framework for Action. In parallel with the 32nd session of the General Conference, many ministers of education had participated in a productive round-table debate on the quality of education, which had been duly reflected in the joint communiqué issued at the end of the meeting. With regard to the EFA process, he wished to stress once again the importance of implementation, which depended not only on the Secretariat, but also on the Member States, donors and developing countries. It was at that point that the will to act entered into the picture. If everyone involved worked together to strengthen UNESCO's role in the implementation process, which was already under way, the Organization could not fail.

30. The CHAIRMAN thanked the Director-General and his colleagues in the Secretariat for providing the Board with clear and abundant information about the agenda items under consideration. He also thanked the Board Members for their clear insights, ideas and proposals. He had earlier received a letter from a colleague who had hoped that an innovative approach to enhanced dialogue between the Executive Board and the Secretariat might be put into practice. That exercise, which had already begun at the last session of the Board, had been repeated at the present session, resulting, in his view, in a useful and instructive exchange, based on a genuine dialogue, which would certainly facilitate deliberations in the commissions and drafting groups. Any feedback on that process and any suggestions for improving it would be welcome.

STATEMENTS IN ACCORDANCE WITH RULE 30, PARAGRAPH 3, OF THE RULES OF PROCEDURE

31. The CHAIRMAN said that the Permanent Delegate of Israel, the Permanent Delegate of Greece and the Permanent Observer for Palestine had asked to take the floor, in accordance with Rule 30, paragraph 3, of the Rules of Procedure. Seeing no objection among the Members of the Board, he invited them to speak.

Olympic Games

32.1 M. RALLIS (Délégué permanent adjoint de la Grèce) fait observer que les Jeux olympiques tels qu'ils ont été organisés à partir de 1896 n'ont remis à l'honneur que le volet sportif des jeux de l'Antiquité, qu'accompagnaient deux autres grands événements : la trêve (EKECHEIRIA), autrement dit l'arrêt de toute hostilité pendant la durée des jeux, et les joutes culturelles, c'est-à-dire de l'esprit, lequel forme avec le corps un tout inséparable. C'est pourquoi la Grèce et l'UNESCO ont lancé en 2000 une première olympiade culturelle, considérant qu'à l'ère de la mondialisation et du mercantilisme triomphant, une telle manifestation pouvait contribuer à l'édification d'une culture de la paix et au dialogue entre les civilisations en mettant en relief les traits communs à toutes les cultures du monde tout en offrant au pays hôte une occasion de promouvoir les valeurs qui lui sont propres.

32.2 Les nombreuses manifestations et activités organisées dans ce cadre jusque dans les endroits les plus reculés, en Grèce et ailleurs, ont contribué à familiariser les citoyens avec les valeurs et les principes défendus par l'UNESCO et par la culture en général. Une présentation de ces manifestations sera prochainement organisée au Siège de l'UNESCO à l'initiative de Mme Vardinoyannis, ambassadrice de bonne volonté de l'Organisation. Ce projet, qui offre une très grande souplesse et propose une vision plurielle, rend à l'UNESCO son rôle de tribune internationale où les voix du monde entier peuvent s'exprimer. La Grèce ne doute pas que tous les pays appelés à l'avenir à accueillir les Jeux olympiques auront à cœur d'organiser aussi de telles olympiades culturelles.

33. The CHAIRMAN said that everyone had enjoyed the Olympic Games in Athens and that on behalf of the Board, he wished to thank the Greek Government and the Greek people for organizing the games. He was naturally looking forward to the Olympic Games in China.

Items 3.6.1 and 9.3

34.1 M. REVAH (Délégué permanent d'Israël auprès de l'UNESCO) rappelle les deux résolutions de la Conférence générale relatives à Jérusalem et à l'éducation dans les territoires palestiniens qui, un an plus tôt, avaient marqué un tournant accueilli par tous avec beaucoup de satisfaction, en adoptant une approche dépolitisée de ces questions. Cette avancée avait permis au Directeur général de prendre enfin des mesures concrètes en envoyant sur le terrain plusieurs missions de caractère technique avec lesquelles Israël a pleinement coopéré. À la 169^e session du Conseil, le Secrétariat avait ensuite soumis pour la première fois à celui-ci deux projets de décision conçus dans le même esprit, renforçant ainsi la nouvelle orientation. Or, les violentes attaques de caractère politique dont Israël vient de faire l'objet à la session en cours amènent à douter de la sincérité des bonnes intentions affichées alors.

34.2 M. Revah note que si des enfants palestiniens souffrent, si une barrière de sécurité et, dans quelques endroits, un mur entravent peut-être certaines activités éducatives, si certains bâtiments sont détruits, c'est, on a oublié de le dire au Conseil, parce qu'il s'agit d'empêcher des bombes humaines, autrement dit des terroristes, de pénétrer en Israël pour se faire sauter dans des bus transportant d'autres enfants à l'école. La vie d'un enfant israélien et son droit à l'éducation n'ont pas moins d'importance que ceux d'un enfant palestinien. On a également omis de dire que les maisons détruites servent de base aux attaques et aux activités terroristes, et que lorsqu'elles font partie du patrimoine historique palestinien, cela constitue une violation de la Convention de La Haye, qui interdit l'usage de tels sites à des fins hostiles et violentes, y compris pour se mettre à l'abri d'éventuelles ripostes, bien souvent justifiées.

34.3 Évoquant deux nouveaux projets de décision que le groupe des États arabes a fait circuler et le courrier que l'Observateur de la Palestine a adressé, quelques semaines auparavant, aux membres du Conseil au sujet de trois maisons détruites par l'armée israélienne qui sont décrites comme datant de l'époque mamelouke, M. Revah tient à préciser qu'une vingtaine d'Israéliens ont été assassinés à cet endroit, que l'armée projetait d'y détruire une quinzaine de maisons afin de sécuriser cette zone où des civils passent fréquemment et que la Haute Cour de justice israélienne, saisie conformément aux pratiques démocratiques, n'a autorisé la démolition des trois maisons en question qu'après s'être assurée qu'il ne s'agissait pas de maisons mameloukes présentant un intérêt historique. En conclusion, il suggère au Conseil de donner au Directeur général les moyens de s'acquitter de sa tâche, ce que celui-ci fait au mieux, et d'adopter à cet effet les projets de décision qui lui sont soumis par le Secrétariat de l'Organisation.

٣٥,١ استهل السيد عبد الرازق (المراقب الدائم عن فلسطين) كلمته بشكر المدير العام لما بذله من جهود حميدة منذ الدورة التاسعة والستين بعد المائة للمجلس التنفيذي من أجل تفعيل أعمال اللجنة المشتركة بين اليونسكو وفلسطين، ومن أجل إعادة بناء المؤسسات التعليمية والثقافية الفلسطينية، كما شكره على المساعدات التي قدمتها المنظمة إلى هذه المؤسسات ولا سيما المدارس، وعلى ما اتخذته من إجراءات عملية من أجل تفعيل المبادرة الخاصة بالقدس.

٣٥,٢ وفي إشارة إلى احتمال قيام البعض بإلقاء خطب مطولة بشأن النوايا الطيبة للتعاون، أعرب عن أسفه واستنكاره الشديد لما يقوم به الاحتلال الإسرائيلي على أرض الواقع من تدمير متعمد لكل الجهود المبذولة في هذا المجال. وقال إن بلده يشهد أوضاعاً مأساوية لا نظير لها تتمثل في اتباع إسرائيل لسياسة منهجية تتعمد تدمير المنازل والأشجار والبشر وتقوم على استخدام الطائفة والدبابة والمدفع ضد الأكوخ ومن يعيشون فيها من أطفال وشيوخ ونساء، وعلى احتلال المدارس وتحويلها إلى معتقلات، فضلاً عن الاستيطان على أراضي الآخرين، وتهجير السكان وتغيير أسماء المواقع، وبناء جدار الفصل العنصري الذي يقطع أراضي الآخرين ويعمل على إفقارهم، بل وعلى تهجيرهم. وأكد، في هذا الصدد، أن هذه السياسة لا تحترم لا حقوق الإنسان، ولا الحقوق الثقافية، ولا التراث الثقافي، ولا المؤسسات التعليمية.

٣٥,٣ وفي تعقيباً على ما ورد في كلمة المدير العام بشأن الدمار الذي خلفته الكوارث الطبيعية في منطقة الكاربيبي وجنوب الولايات المتحدة، أعرب عن مشاعر حزنه وألمه إزاء الخسائر البشرية والمادية التي تعاني منها المناطق والأسر المنكوبة. وأضاف قائلاً إن الكوارث التي يتسبب فيها البشر أشد إيلاماً لأنها تعبر عن البربرية والإجرام.

٣٥,٤ وتساءل، بصدد السياسة التي تتبعها إسرائيل في الأراضي الفلسطينية، عما إذا كان من الممكن معالجة المسائل المتعلقة بالمؤسسات التعليمية والثقافية الفلسطينية دون الإشارة إلى أساس البلاء، أي الاحتلال. كما تساءل عما إذا كان من الممكن التوصل إلى معرفة حقيقة الأوضاع في مدينة القدس المنكوبة دون معرفة ما قام به الاحتلال من عمليات هدم، وحفر للأنفاق، وتهجير للسكان.

٣٥,٥ وأكد في ختام كلمته على أن خيار التفاوض، رغم كل هذه المعاناة ولا سيما في الأيام الأخيرة، خيار ما زال قائماً. وقال إن الحرص على البناء مرتبط أيضاً بالقضاء على العقبات التي تقف في طريق البناء. وأعرب، في النهاية، عن إيمانه بأن النفوس الحرة هي التي تبني السلام.

(35.1) M. ABDELRAZEK (Observateur permanent de la Palestine) remercie tout d'abord le Directeur général des louables efforts qu'il a déployés depuis la 169^e session du Conseil exécutif pour réactiver la Commission mixte UNESCO-Palestine et reconstruire les institutions éducatives et culturelles palestiniennes. Il le remercie également de l'aide que l'UNESCO apporte à ces institutions, aux écoles en particulier, et des mesures pratiques qu'il a prises en ce qui concerne l'initiative relative à Jérusalem.

(35.2) Évoquant les longs discours, pleins de bonnes intentions, que d'aucuns pourraient faire sur la coopération, l'Observateur de la Palestine fait part de sa profonde tristesse et de sa vive réprobation devant les agissements de l'occupant israélien sur le terrain, à savoir la destruction délibérée de tous les efforts qui ont été faits dans ce domaine. L'adoption par Israël d'une politique systématique de destruction des habitations, des cultures et des populations est pour la Palestine une source de souffrances indicibles. Cette politique consiste à utiliser les avions, les chars et les canons contre des masures et contre les enfants, les femmes et les personnes âgées qui y vivent, à occuper des écoles pour les transformer en centres de détention, pour ne rien dire de l'occupation des terres d'autrui, des expulsions, de la modification des noms de lieu et de l'édification du mur de l'apartheid qui traverse les terres de Palestine et contribue à appauvrir les habitants, voire à les pousser à partir. Cette politique ne respecte ni les droits de l'homme, ni les droits ou le patrimoine culturels, ni les institutions éducatives.

(35.3) Commentant les propos du Directeur général sur les dégâts occasionnés par des catastrophes naturelles dans la région des Caraïbes et le sud des États-Unis, l'Observateur permanent de la Palestine dit sa peine et sa tristesse devant les pertes humaines et matérielles subies par cette région et par les familles des victimes, en ajoutant que les catastrophes produites par l'homme sont plus terribles encore parce qu'elles représentent la barbarie et le crime.

(35.4) À propos de la politique suivie par Israël dans les Territoires palestiniens occupés, l'Observateur permanent de la Palestine se demande s'il est possible d'envisager un règlement des questions relatives aux institutions éducatives et culturelles palestiniennes sans s'attaquer à l'origine du mal, à savoir l'occupation. Il se demande en outre s'il est possible de se faire une idée de la situation réelle dans la ville sinistrée de Jérusalem sans connaître l'ampleur des destructions, des travaux de creusement de tunnels et des expulsions d'habitants par l'occupant.

(35.5) L'Observateur de la Palestine réaffirme, en conclusion, que la négociation demeure un choix valide en dépit de toutes ces souffrances qui, depuis peu, se sont aggravées. La volonté de construire, qui anime les âmes pures, implique la levée de ce qui lui fait obstacle.

DRAFTING GROUP ON ITEM 4.1

36. The CHAIRMAN reminded the Board that in the framework of item 4.1 “Preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007”, a Drafting Group consisting of 18 members (three Member States from each regional group) had been set up. The terms of reference of the drafting group was to prepare a draft decision concerning the forthcoming Draft Programme and Budget for 2006-2007, on the basis of the debates held in plenary, the reply to the Director-General, and the deliberations and recommendations of the Programme and External Relations Commission and the Finance and Administrative Commission. The Board had before it the names of the Member States that had been selected to represent each group: Group I: Turkey, United Kingdom, United States of America; Group II: Hungary, Russian

170 EX/SR.1-10
page 178 – SR.6

Federation, Slovakia; Group III: Brazil, Jamaica, Venezuela; Group IV: China, Japan, Pakistan; Group V (a): Mauritius, Namibia, United Republic of Tanzania; Group V (b): Algeria, Bahrain, Jordan.

The meeting rose at 5.40 p.m.

SEVENTH MEETING

Wednesday 13 October 2004 at 10.10 a.m.

Item 9.6 NEW APPROACHES AND CONCRETE ACTIONS IN THE DIALOGUE AMONG CIVILIZATIONS (170 EX/INF.5)

1. The CHAIRMAN recalled 169 EX/Decision 4.2, paragraph (b), which stated that “a thematic debate, led by an internationally renowned figure on themes of particular relevance to the Organization, shall be organized during the second Executive Board session of the first year of the biennium, that is, midway between two General Conference sessions”. He said that the current debate would concern “New approaches and concrete actions in the dialogue among civilizations”, on which the Secretariat had prepared and distributed document 170 EX/INF.5. He was highly honoured that Professor Tu Weiming had agreed to address the Board on that subject. Tu Weiming, a distinguished Professor of Chinese History and Philosophy and of Confucian studies at Harvard University, Director of the Harvard-Yenching Institute, Honorary Professor at Zhejiang and Renmin Universities and Honorary Researcher at the Shanghai Academy of Social Sciences, had been appointed by Kofi Annan as a member of the “Group of Eminent Persons” to draft a report – which had become a publication – entitled *Crossing the Divide: Dialogue among Civilizations*. He paid tribute to the late philosopher, Jacques Derrida, who had been closely involved in UNESCO events at Headquarters and had participated as a guest speaker in a previous thematic debate. He quoted, in French, President Chirac’s tribute to Mr Derrida: “Penseur de l’universel, Jacques Derrida se voulait aussi citoyen du monde. Il restera comme un inventeur, un découvreur, un maître d’une extraordinaire fécondité”. He then opened the debate with the following quote by philosopher Hans Georg Gadamer: “Whoever enters into a dialogue must be willing to accept that the partner in the dialogue might possibly be right”.

2.1 Mr TU Weiming (Director of the Harvard-Yenching Institute) *in extenso*:

Thank you. Chairman Wrede, Members of the Executive Board and ladies and gentlemen, I am greatly honoured to have this rare opportunity to share my still-evolving thoughts on the dialogue among civilizations at such a gathering of eminent and influential world leaders and public intellectuals. Since 2001, United Nations Year of the Dialogue among Civilizations, there has been a global awareness of the necessity and desirability of promoting this dialogue at all levels. This shared sense of the importance of dialogue may have been prompted by our sense of shared vulnerability. Even the most powerful nation is vulnerable. In this sense we are all part of a lifeboat, and our sense of responsibility in terms of this dialogue is widely shared. If unilateralism has been practised, it is for a transitional period, and eventually mutual learning and mutual reference become necessary. We may have to overcome a very powerful intellectual trend in the last 150 years: a kind of anthropocentrism based on secular humanism, a kind of instrumental rationality which is based upon a rational calculation of the world without reference to social capital, cultural competence and a sense of the importance of ethical intelligence. In other words, we should try to overcome an aggressive individualism, even though the dignity of the individual is now widely accepted as part of the core values for the human community.

2.2 Rather we should try to develop for our purposes an anthropocosmic vision which is both anthropological and cosmological. We need to focus on a sense of communicative rationality and of course the value of harmony without standards or without uniformity. A sense of global solidarity is emerging partly because of globalization, and yet I think for us involved in the dialogue, we need to develop a more comprehensive vision of the human – a broad humanistic vision involving at least four dimensions: the idea of the self, the idea of community, the idea of nature, and of course the idea of heaven or God or Allah or Brahman. At the level of the self, the question of the dialogue is related to integration of the self, the body and mind. And fruitful interaction between the self and

community – community variously understood, from the family to society, to nation and to the global community as a whole. We need to develop a new contract, a new sense of communicability with nature to develop a sustainable harmonious relationship between human species and nature, and also a sense of mutuality, not only with the world here and now, but a vision to the transcendent. And this context – the broad context – that frames the dialogue is to understand that the minimum requirement for dialogue is tolerance. As I understand, UNESCO has been deeply involved in this issue. But tolerance is only the minimum requirement: we need to recognize the Other, the irreducibility of the other in our communication with the world; we need to develop a sense of respect for the Other that will provide a basis for mutual reference and mutual learning.

2.3 We may even, ideally, develop a sense of the celebration of the Other – which of course means that all civilizations ought to become learning civilizations. My own country, the United States, was a great learning civilization, at least prior to the Second World War. We learned from French culture, from German culture in terms of science and technology, from British culture in terms of literature and the art of government. And yet since the Second World War, we have gradually become a teaching civilization, which of course is predicated on some very important external conditions. But my hope is that we will transform ourselves into a learning civilization again, to develop a broad dialogue with all civilizations in the world. It is in this sense I think it is proper for us to celebrate the work of Derrida, who to the end of his life focused on the question of forgiveness, which is a very important feature of the dialogue, by recognizing the irreducibility of the power of the Other. And of course, this is in the great tradition of Lévi Strauss, whose talk about the care for the Other is an important feature of our intellectual self-definition. Of course the dialogue began in a way in modern times with Martin Buber's sense of the I-thou relationship rather than the I-it relationship. In this sense I urge us to go beyond two very unhealthy dichotomies: modern/traditional on the one hand, and global/local on the other.

2.4 It is true with westernization, modernization and globalization, we see the emergence of convergence, and yet it is not homogenization. It is in this sense that my colleagues and I, with the help of the American Academy of Arts and Sciences, published a special issue of *Daedalus* entitled "Multiple Modernities", a vision of the globalization that enhances local awareness, and local identity is predicated on the belief that Western European modernity, American modernity may not be the only game in town. We should imagine the possibility – in fact it's been realized – of a form of East Asian modernity which signals the possibility of Southeast Asian form, South Asian form, Latin American form, Islamic form and African form with a view to the future. And I think we should now, in the world, go beyond what may be called 2134, that is the end of the cold war with the conflict of the two camps, the idea of the superpower as the only one who can dictate the agenda for the world, even going beyond some of the scholars in East Asia talking about the tripartite world with the European Union on the one hand, North America on the other, and the East Asian community yet to emerge.

2.5 Some scholars mention four divisions, including South Asia. My sense is the world eventually will be pluralistic. All the other important spiritual traditions in the world in terms of soft power will contribute to the global community as a whole. In fact the globalizing process may lead to a sense of connectedness. I think this is happening: if you talk to high school students, even primary school students, they know we are connected, especially in terms of environmental concerns. But globalization may also lead to hegemonic control, not only by one nation but perhaps by a particular region or particular group. Dialogue is the only way to overcome that negative consequence and enhance the sense of interconnectedness.

2.6 Localization may lead to a sense of rootedness, a very healthy sense of identity, feeling at home, and of course free, in one's own ethnicity, gender, language, land, age group; but localization may also lead to a kind of exclusivism, especially aggressive exclusivism. In order that the

localization may lead to a very healthy sense of identity rather than exclusivism, dialogue is also the only way out. We need to explore what may be called the global significance of local knowledge. To be sure, many of the most powerful globally significant local knowledges in the last 160 years have emerged from the modern West, but with a view to the future it is quite conceivable some of the very powerful forms of local knowledge in East Asia, South Asia and the rest of the world will become globally significant. It is important for the leaders to listen to the voices of the many forms of global knowledge that will inform the complexity and richness of the world community as a whole.

2.7 To give you one example: it is absolutely true that the most powerful medical system in the world is the system that originated from the Greek vision and was developed in the West, but there are other important medical systems in the world, for instance in East Asia, in South Asia and other parts of the world. We need to listen to some of these ideas: the idea of the body, the idea of the person, in these traditions is always considered as a holistic structure. Medicine is for the purpose of healing rather than simply curing. I think in the Boston area now we have a very ecumenical and receptive attitude towards these different world systems. In other words, with the emergence of a complex world we need to have complex systems to understand the interconnectedness of the various universal values.

2.8 We have taken for granted, ever since the founding of the United Nations, some of these universal – at least universalizable – values of liberty, rationality, due process of law, human rights, and the dignity of the individual. And this set of values really is universal; anywhere in the world, they carry a certain weight of persuasion. But confronting the complexity of the human condition with the view of nature on the one hand and human spirituality on the other, not to mention the concreteness of our ordinary life in the world, we also need to broaden our scope of universal values to include justice, sympathy, compassion, empathy, civility, responsibility and social solidarity. What we need to do is not to look at our universal values versus the various kinds of local values, but to recognize that many of the so-called local values are potentially, and even authentically, global values as well. We need to look for the lowest common denominator in terms of core values, but we also need to have a fit description of many different kinds of local knowledge that may turn out to be extremely significant.

2.9 In the Group of Eminent Persons' deliberations on the dialogue among civilizations, we have come to terms with two very basic values that are important for any form of dialogue. One is not to do to others what you would not want others to do to you. This is the principle of reciprocity, the principle of considerateness; the values that are considered the most important may not be the values that are shared by my beloved neighbour. We need to have communication, we need to understand and share different values. The imposition of one set of values upon the other society will sometimes lead to detrimental results. However, we need to underscore what I have just mentioned about the core values, whether originally from the West or from other parts of the world, as sharable human values with different expressions. It is in this connection that the second principle, in addition to "Do not do unto others what you would not have others do unto you", is also the idea "In order to establish myself – the self can be a group or even a nation – I need to establish the values of others". In order to broaden myself, enlarge myself, I need to help others to enlarge themselves. It is in this sense that I urge Members of UNESCO to place specific emphasis on the importance of the shared cultural heritage, not just the physical structures, not just the intangible, but also the important legacy defined in terms of human flourishing.

2.10 Carl Jaspers, the great German philosopher, in 1948, talked about the importance of paradigmatic personalities: Socrates, Buddha, Jesus, Confucius, Mahatma Gandhi, and of course the importance of all kinds of other leaders that need to be considered as the shared heritage of the world. And also the books of wisdom: the Bhagavad Gita, the Bible, the Koran, and the Four Books

of Confucius, and so forth. These are part of the legacy of the human community that will be able to provide for the basis of communication. This leads to the idea that we need to cultivate the ideal of the public intellectual. This is not an elitist idea; it is very much related to Gramsci's notion of the organic intellectual. These are the people who are politically concerned, socially engaged and culturally sensitive, inspired by the idea of world citizenship, engaged in the development of a new comprehensive humanistic vision. Such intellectuals may be college students, people in business, in the mass media, in social movements, social organizations, especially NGOs, and of course in religion. Many scholars have pointed out that without interreligious dialogue or harmony among religions, it is very difficult to imagine world peace or sustainable order, but I think the time is right for religious leaders in all major traditions to become bilingual, bilingual in the sense of being able to master two symbolic structures, two languages: the language of a specific religious tradition or spiritual tradition, but also the language of global citizenship. It is important for religious leaders, especially in international forums, the United Nations, UNESCO, to underscore their sense of rootedness in their own spirituality without losing sight – as members of the global community they need to address perennial problems of the human community.

2.11 I think for the first time in human history, the viability of the human species, our survival, our human flourishing, has become problematical. In 1995 I had the privilege of attending the World Summit for Social Development in Copenhagen. Three issues confronting the world were identified: poverty, unemployment and social disintegration. Of course, we need to add terrorism as well. In a long-term perspective, pollution, environmental degradation, the depletion of natural resources may also turn out to be extremely important for us to understand and to appreciate. It is in this sense that all religious leaders will have to be committed to the idea of global citizenship for the sake of the survivability and sustainability of human flourishing in the global community, and by implication, the survivability and flourishing of the various religious communities.

2.12 In the last 10 or 15 years, because of the network society and knowledge society, three forms of institution or structure that have been extremely important for the transmission of values from one generation to the other and for the possibility of genuine dialogue have been marginalized, and it is important for this august group to take notice of the importance of these institutions and structures. The first is the art of listening. Recently in Barcelona, the Parliament of the World's Religions, involving more than 8,000 religious leaders, advocated the wisdom of listening. Dialogue without listening is impossible. Dialogue is not to assert our ideas, is not to use the occasion to provide a basis for our belief. Dialogue is not to persuade, but rather to listen, to broaden our self-reflexivity, to understand the limitation of our own world view, and to extend our horizons. The second is – of course, everyone is aware of it, and it functions at all levels – face-to-face communication. Virtual reality is not a substitute for face-to-face communication. It is in this sense that getting all the leaders from around the world together in one room in face-to-face communication is an important praxis of dialogue. And the third is the wisdom of the elders, the importance of the teacher. For years people believed that it was possible for a young person to grow up without reference to anything else. In America in the 1960s, the values transmitted from one generation to the other were based upon five institutions in descending order of importance: the family, the school, church, peer groups and the mass media. In the 1980s, church attendance dropped, but the family continued to be very important, even though the school had also become problematical. In the 1990s, the peer group and especially the mass media, which often reflect the interests of the peer group, became important features of the transmission of values. This is an extremely serious matter; I think it is a global situation rather than simply an American situation. It is in this sense that teachers, not just high-school teachers or primary-school teachers, but also anyone who can be a mentor or guru to anyone else, are an important feature.

2.13 So to end, I would suggest that we develop a kind of a teachers' day for the global community. The day should not be commercialized, it should simply be for everyone to celebrate, not necessarily a holiday, to remember the teacher or the teachers that have been fundamentally important in shaping our lives. And of course in China and other parts of East Asia under the influence of Confucian culture, September 28 has been designated as Teacher's Day; it is the birthday of Confucius. On the other hand, we can have all kinds of teacher's days in order to enhance the importance of the wisdom of the elders, face-to-face communication, and the art of listening. Thank you very much for your attention.

3. The CHAIRMAN congratulated Professor Tu Weiming on his inspiring address, which he said had provided valuable insights into ways in which the dialogue among civilizations could be made more concrete, and into mechanisms for implementing such dialogue. As experienced practitioners in the art of listening and face-to-face communication, the Members of the Board would now have two and a half hours in which to engage in dialogue, and were invited to participate actively in the discussion. He suggested limiting speaking time to four minutes for each Member. Finally, he welcomed Mr Pérez de Cuéllar, Permanent Delegate of Peru and former Secretary-General of the United Nations, and Mr Jalali, the former President of the General Conference, both of whom had made significant contributions to UNESCO's work on the dialogue among civilizations, and were attending the current session of the Board.

4. Mme BENNANI (Maroc) dit qu'il conviendrait d'établir une liste définitive des orateurs pour connaître le nombre exact de personnes qui souhaitent prendre part au débat et pouvoir ainsi partager équitablement entre elles le temps de parole disponible.

5. The CHAIRMAN recalled that that issue had already been raised, and that he would endeavour to give the floor to all Members who wished to participate in the debate, ensuring that speaking time was distributed fairly. Since 38 Member States had expressed the wish to take the floor, speaking time would be limited to 3 minutes per speaker.

6.1 Ms MOSEROVÁ (Czech Republic) endorsed the views expressed by Professor Tu Weiming in his presentation. She said that the dialogue among civilizations, through face-to-face communication, was already taking place at the current meeting. The 31st session of the General Conference had taken place only a few weeks after the terrorist attacks of 11 September 2001; she was convinced that one of the aims of those attacks was to drive a wedge between Islam and Christianity. However, the spirit of mutual understanding at UNESCO had successfully prevailed over the evil intent of the terrorists, who had breached a common precept shared by most religions, embodied in the saying: "Do unto others as you would have others do unto you". She recalled a recent address in Italy by the President of Senegal, in which he had indicated that there was not such a large divide between religions per se, but rather that religious differences were being misused by politicians and terrorists.

6.2 As she had mentioned previously, women could play a crucial educational role in breaking the vicious circle of hate and prejudice perpetuated from one generation to the next, since it was women who shaped the minds of children. Furthermore, she regretted the use of the term "tolerance", which in her view was inappropriate, and should be replaced by "understanding" and "respect". She concluded with her own maxim, which she had already quoted at the 30th and 31st sessions of the General Conference: "Whoever violates the human dignity of another, destroys his own. Whoever elevates the human dignity of others enhances his own". There was nothing to hate but hate itself.

7.1 Mr CRADDOCK (United Kingdom) congratulated Professor Tu Weiming on his fascinating presentation. He said that the real challenge lay in translating good intentions on the part

of UNESCO into concrete action. According to a British ADG in the 1970s, the United Kingdom had never been at ease with the Organization's intellectual role in promoting a culture of peace – not because the United Kingdom Government did not believe in it, but because it expected practical results. He remained convinced that the main contribution could be achieved through core sectoral activities, in particular education; in that connection, he said that noteworthy progress had been made at the current session of the Board in the area of education for all (EFA). Interesting suggestions had also been made regarding curriculum development, but a more explicit reference to how work on curricula might contribute to the dialogue among civilizations would be required in the next C/5 document.

7.2 Nevertheless, there were ways in which all the Sectors were striving to dispel a sense of unfairness and inequality that undoubtedly existed in the world. For instance, there was a feeling that developed countries received excessive attention with regard to World Heritage sites. He favoured a much more precise setting of targets in core areas so that developing countries could be included in the process. Even the creation of a World Heritage site in a poor country might make a small contribution to dispelling the sense of unfairness. In the course of the drafting of document 33 C/5, he welcomed the production of additional, specific ideas on the dialogue among civilizations, on how disparities between richer and poorer countries could be reduced, for instance, with regard to such issues as Internet access. Such ideas should incorporate targets and be results-based. More explicit links should also be provided in the documentation, between the aim of promoting dialogue among civilizations and existing activities in that area, in order to highlight action already implemented effectively. That important issue, and the issue of terrorism, taking into account the requests already made by his government to the Director-General, called for further discussion at the 171st session of the Executive Board.

8.1 La Sra. LÓPEZ (Venezuela) observa que el reconocimiento de la otredad forma parte de la cultura de su país, marcada por el mestizaje. El diálogo entre civilizaciones representa la concepción de la humanidad como una gran entidad multicultural, y es el punto de partida indispensable para hacer realidad los objetivos de paz, respeto mutuo y tolerancia universales. En su opinión, dicho diálogo debe ser un proceso continuo y abierto al que vayan incorporándose libremente todas las civilizaciones, siempre dentro del máximo respeto a la idiosincrasia de cada cual, hasta desembocar en un diálogo realmente intercultural, en la comprensión entre los pueblos y, a la postre, en la solución de los conflictos. La consolidación de la igualdad traerá consigo el diálogo, el equilibrio y el desarrollo sostenible, y con ello un mundo armónico, libre de desigualdades e injusticias y del flagelo de la guerra. El diálogo entre civilizaciones es la senda hacia la paz y la concordia entre los países, el respeto de las diferencias de culto o de opinión y el intercambio de conocimientos.

8.2 Venezuela apoya la revisión del material educativo y de los programas centrados en el diálogo entre civilizaciones, así como la creación de centros dedicados al estudio científico del saber local y tradicional y las iniciativas de cooperación regional, materializadas, por ejemplo, en coloquios sobre temas culturales, convenios sobre problemas comunes como el del agua o la institución de medidas concretas de la diversidad cultural y el patrimonio material e inmaterial, que son un auténtico vector de identidad y reconciliación. Aboga asimismo por un uso adecuado de las tecnologías de la información y la comunicación, y por el fomento de diálogos y actividades por medios virtuales, como ya lo señaló el representante del Reino Unido, en particular los intercambios entre estudiantes, sin olvidar la iniciativa “Mondialogo”.

8.3 En el documento de fondo 170 EX/INF.5 se observa con razón que el diálogo entre civilizaciones toca muy de cerca la esencia del trabajo de la UNESCO, marcado por la voluntad de encontrar vías y medios para erradicar la pobreza, preservar la diversidad biológica y cultural y, sobre todo, compartir conocimientos. De ahí la importancia que se atribuye a la superación del

individualismo, el fomento de la pluralidad de objetivos para toda la humanidad y la capacidad de transmitir valores universales y fomentar el saber con el objetivo último de mejorar la comprensión entre los seres humanos, la calidad de vida y la participación.

8.4 La defensa de lo local no debe llevar a la exclusión de lo mundial, pues una y otra dimensión van inextricablemente unidas, y elementos indispensables de ambas son el diálogo y la conectividad, y acaso también lo que da en llamarse “glocalización”, esto es, el respeto de las individualidades dentro de un mundo inevitablemente globalizado como principio cardinal de cualquier tipo de relación. Concluye recordando que en 2001 tuvo lugar en Caracas un encuentro dedicado al diálogo entre civilizaciones que culminó con una importante declaración, encuentro al que asistieron, entre otras muchas personalidades, el entonces Presidente de la Conferencia General de la UNESCO, Sr. Jalali, y la Sra. Lux de Cotí, representante de Guatemala en el Consejo Ejecutivo.

(8.1) Ms LÓPEZ (Venezuela) said that recognition of otherness was part of her country’s hybrid culture. The dialogue among civilizations implied seeing humanity as one great multicultural entity, and was the indispensable starting-point for achieving the aims of universal peace, mutual respect and tolerance. In her opinion, that dialogue needed to be an open and ongoing process, which was joined freely by all civilizations, which always fully respected the idiosyncrasies of each and every one of them, and which led to genuinely intercultural dialogue, understanding among peoples and, ultimately, the resolution of conflicts. The consolidation of equality would bring about dialogue, equilibrium, sustainable development and, consequently, a harmonious world, free of inequalities, injustices and the scourge of war. The dialogue among civilizations was the path to peace and concord among countries, respect for differences of creed and opinion, and the exchange of knowledge.

(8.2) Venezuela supported the revision of educational material and curricula focusing on the dialogue among civilizations, along with the establishment of centres for the scientific study of local and traditional knowledge, and regional cooperation initiatives such as seminars on cultural themes, conventions on shared problems, including water, and the introduction of practical measures relating to cultural diversity and the tangible and intangible heritage, genuine vehicles of identity and reconciliation. It advocated the appropriate use of information and communication technologies and the promotion of dialogues and activities by the virtual media, as the representative of the United Kingdom had already mentioned, in particular student exchanges, and also the “Mondialogo” initiative.

(8.3) In the information document 170 EX/INF.5 it was rightly stated that the dialogue among civilizations struck very close to the heart of UNESCO’s work, in which there was a will to find ways and means of eradicating poverty, preserving biological and cultural diversity and, above all, sharing knowledge. That explained the importance attached to overcoming individualism, fostering the plurality of objectives for all of humankind, and the ability to transmit universal values and disseminate knowledge with the ultimate objective of improving understanding among human beings, the quality of life and participation.

(8.4) Defending local issues need not result in exclusion of the global, since the two dimensions were inextricably linked, and vital elements of both were dialogue and connectivity. Equally vital, perhaps, was so-called “glocalization”, or respect for individualities within an inevitably globalized world, as a cardinal principle of any kind of relationship. She reminded the Board of a meeting held in Caracas in 2001 on the dialogue

among civilizations, which had culminated in an important declaration. The meeting had been attended by a number of leading figures, including Mr Jalali, then President of the General Conference, and Ms Lux de Cotí, Guatemala's representative on the Executive Board.

9.1 M. FAVIER (France) rappelle que ce n'est pas d'hier que l'UNESCO s'intéresse à la question de la diversité des cultures et des civilisations, qui a déjà fait l'objet de maintes conférences. La France, pour sa part, a tenu récemment des colloques sur le thème "Les civilisations dans le regard de l'autre". Mais ces manifestations touchent un public limité, déjà convaincu et, trop souvent, les aboutissements concrets d'une telle réflexion se font attendre.

9.2 Le document intitulé "Nouvelles perspectives et actions concrètes en ce qui concerne le dialogue entre les civilisations" (170 EX/INF.5) offre donc un grand intérêt, car il a le mérite de bien identifier les problèmes liés au dialogue, problèmes qui ne devraient pas être confondus avec ceux qui touchent au pluralisme culturel dans son ensemble et à sa préservation. En soulignant que l'interpénétration des cultures ne contrarie pas le respect des identités spécifiques, ce document pose une base de dialogue qui peut être féconde. Parmi les projets concrets qui y sont évoqués, la France accorde un intérêt particulier aux actions interrégionales, dont le retentissement peut dépasser celui des manifestations régionales ou sous-régionales. Le dialogue euro-arabe amorcé entre les commissions nationales en offre un bon exemple. Les actions telles que les routes thématiques, inaugurées par la Route des esclaves, sont également un bon moyen de conjindre la réflexion de plusieurs aires géographiques ou civilisations ayant en commun un patrimoine historique et de toucher un large public à travers des réalisations diversifiées.

9.3 Il convient également de faire porter l'effort sur l'adaptation des matériels pédagogiques, notamment scolaires, de façon à développer chez les enfants une meilleure perception des civilisations étrangères à leur environnement naturel. Procurer aux jeunes ne serait-ce que l'ébauche d'une compréhension des autres civilisations sera un nouveau pas en avant.

9.4 On ne peut également qu'approuver l'idée d'une intensification des traductions, entre autres dans le domaine des sciences sociales et humaines, en insistant sur les cultures non occidentales et en prêtant attention à l'origine et à la destination linguistiques des ouvrages traduits. Autrement dit, il faudrait veiller à ce que l'entreprise serve non le rayonnement de telle ou telle langue ou culture, mais les besoins des bénéficiaires et l'approche de la diversité par les populations.

10.1 M. LÊ (Viet Nam) félicite le professeur Tu Weiming de sa brillante contribution et rappelle que l'action pour la paix et le dialogue entre les civilisations font partie du mandat de l'UNESCO depuis sa fondation. La Conférence ministérielle internationale sur le thème "Dialogue entre les civilisations - Quête de nouvelles perspectives", tenue en juin 2003 à New Delhi, a dégagé des orientations concernant les activités à entreprendre. L'approche régionale et sous-régionale adoptée à cette occasion s'avère efficace dans la lutte contre le terrorisme, ainsi que pour renforcer la coopération entre les pays. Les participants au Sommet Europe-Asie (ASEM), qui s'est tenu récemment à Hanoi, ont adopté à l'unanimité une déclaration sur le dialogue entre les civilisations. Dans le prolongement de cette manifestation, le Viet Nam organisera à Hanoi à la fin de 2004, en coopération avec l'UNESCO, une conférence régionale pour l'Asie et le Pacifique sur ce thème, en vue d'affiner les positions des pays de la région et de les traduire dans des propositions d'actions concrètes. Ce sera également l'occasion de faire le point sur le suivi de la conférence régionale "Les femmes d'Asie pour une culture de la paix", tenue à Hanoi en 2000.

10.2 Dans le contexte actuel caractérisé par la mondialisation et la fragmentation de la société, apprendre à vivre ensemble nécessite les efforts conjugués de la famille, de l'école et de la

communauté. Le rôle des femmes, en tant que mères et premières éducatrices des enfants, doit être valorisé.

10.3 L'orateur souligne combien le peuple vietnamien, qui a mené une longue et dure lutte pour recouvrer l'indépendance et la liberté de son pays, est attaché à la paix. Cet attachement, tout comme l'esprit de tolérance et d'ouverture qui l'anime ont leurs racines profondes dans l'histoire et la culture du pays. Ils expliquent son intégration dans la communauté internationale et sa volonté d'œuvrer de concert avec les autres peuples pour la paix et le développement durable.

١١,١ أعرب السيد العواضي (اليمن) عن شكره للأستاذ تو وايمينغ على عرضه الشيق والمركز، ولرئيس المجلس التنفيذي على الإعداد الجيد للمناقشة الموضوعية وعلى اختيار هذا الموضوع الحيوي.

١١,٢ وذكر بأن الندوة الدولية لحوار الحضارات والثقافات، التي عقدت في اليمن في الفترة من ١٠ إلى ١١ فبراير/شباط الماضي، قد أوصت باختيار العاصمة صنعاء مركزاً إقليمياً لحوار الحضارات والثقافات. وأشار إلى أن بلده قد أنشأ جمعية غير حكومية تسمى "جسور بين الثقافات والحضارات"، وتعمل على تنسيق الإسهامات في هذا الموضوع الهام. وأكد على اهتمام حكومة الجمهورية اليمنية بهذا الموضوع واستعدادها للمشاركة بفعالية في جميع الأنشطة المرتبطة به.

١١,٣ وأشار إلى ضرورة دراسة كافة الأنشطة المتعلقة بالحوار التي تم الاضطلاع بها تحت إشراف اليونيسكو أو بمشاركتها، وتقديم تقرير عن الخطوات والإنجازات التي تحققت، والبحث عن آلية جديدة لتنظيم عقد اللقاءات وتنويع اختصاصات المشاركين بحيث تضم ممثلين عن مجالين ينبغي ألا يغيبا عن أي من هذه اللقاءات، وهما: الإعلام والتربية. ورأى أن من الضروري ألا يبقى الحوار منحصرًا في غرف مغلقة وبين طائفة من الأخصائيين، وأنه لا بد لوسائل الإعلام أن تؤمن بالحوار ونقل الأخبار والصور الكفيلة بتعزيز أهداف هذا الحوار، وأن تتفادى ما يمكن أن يوسع الفجوة التي قد تنجم عن أي اختلاف أو سوء فهم. كما رأى أنه ينبغي للقائمين على التربية أن يفهموا أهمية أهداف الحوار بين الحضارات والثقافات وأن يتجلى ذلك في مناهج التعليم، وأنه من الضروري تمكين المدرسين والأكاديميين من المشاركة في هذا الحوار لأنهم أهم شريك قادر على ترويج أهداف الحوار وتعزيز أواصر التلاقي والنقاش والتسامح بين الأمم والشعوب.

١١,٤ وإذ أقر السيد العمري بأن معالجة هذا الموضوع الهام تحتاج إلى مزيد من الوقت والتعمق، دعا اليونيسكو إلى وضع برنامج واضح لا تتشتت فيه الجهود بين مفهومين متكاملين هما الثقافة والحضارة. وشكر الرئيس لاختياره هذا الموضوع الحيوي في إطار المناقشة الموضوعية لهذه الدورة.

(11.1) Mr ALAWADHI (Yemen) thanked Professor Tu Weiming for his interesting and concise presentation, and the Chairman for the excellent preparation of the thematic debate and the choice of such a vital theme.

(11.2) The International Symposium on the Dialogue among Cultures and Civilizations held in Yemen on 10 and 11 February 2004 had recommended the selection of the capital, Sana'a, as a regional hub for the dialogue among civilizations and cultures. A non-governmental organization had been established in his country called "Bridges across cultures and civilizations", which was working to coordinate contributions in that important field. He confirmed the interest taken by the Government of Yemen in that matter, and its willingness to take an active part in all the activities relating thereto.

(11.3) There was a need to study all the dialogue-related activities that had been undertaken under the auspices of UNESCO or with its cooperation, to submit a report on the measures and achievements obtained, and to seek a new mechanism to regulate the convening of meetings and diversify the participants' fields of expertise, so as to ensure the presence of experts from two fields which should not be absent from such meetings, namely, information and education. Dialogue should not remain behind closed doors, between groups of experts; furthermore, the information media should believe in dialogue and convey news and images which were conducive to strengthening the objectives of such dialogue, and should avoid as far as possible that which might widen the gap arising from any differences or misunderstandings. Those responsible for education should understand the importance of the objectives of the dialogue among civilizations and cultures, and that should be reflected in education curricula. It was necessary to enable teachers and academics to participate in that dialogue since they were the most important partner in promoting the objectives of the dialogue and strengthening ties through meetings, discussion and tolerance among nations and peoples.

(11.4) That important theme needed to be addressed at greater length and in greater depth, and he urged UNESCO to devise a clear programme in which efforts should not be dispersed between the complementary concepts of culture and civilization. He thanked the Chairman for choosing such a vital theme for the session's thematic debate.

12.1 Mr TU Weiming *in extenso*:

I will limit my comments to about three minutes. I think it is important for us also to recognize the intrareligious conflict, not just the interreligious conflict. In fact, what we see in the Islamic world, based on all kinds of observations, is the conflict between the moderates, who constitute maybe 90% or 95% and the extremists. It's not just inter-civilizational, it's intra. There is a subtle difference between "Do unto others as you would have others do unto you" and, "Do *not* do unto others what you would not have others do unto you". I think that subtlety needs to be underscored because with the second formulation, the dialogue becomes even more facilitated. And the importance of women is absolutely critical; if we look at my own experience, my own cultural experience, the transmission of values from one generation to another, often done by illiterate mothers – do not confuse illiteracy with lack of cultural sophistication, because all the indigenous traditions have rich cultural resources which are not necessarily apparent to the Western world.

12.2 It is also important to understand that the globalizing process underscores the importance of interconnectedness; therefore any educational reform, curricular reform, I think will have to address what some scholars call a different kind of age, the second Axial Age, where all kinds of religious traditions have been interacting among themselves and the spiritual traditions. If you take the Chinese case, China is indebted to India for Buddhism. We talked about three religions earlier – Buddhism, Confucianism and Taoism. More recently we talked about five, including Christianity and the Islamic tradition, so the curricular reform will have to underscore the diversity of the cultural resources.

12.3 The final point concerns the global, the regional, the national and the local – the dialogues are very complicated, often within the country, such as the dialogue between the dominant group and the minorities. It is important to recognize the identities of the minorities in order to enrich the overall sense of what one really wants to do. In this particular connection, I think what we are confronted with is the interplay between rootedness in healthy identity and global connectedness. Normally when we develop a regional dialogue, people outside the region become nervous and consider that as a possibility for the allocation of resources or the sharing of powers. However, if we do not look at it in terms of a zero-sum game gap, but in terms of a win-win situation, regional communication, if it is done with transparency and public spiritedness, is often very different in the

cultural sphere from the ergonomic and political spheres because through dialogue and communication, both sides become beneficial and become very much aware of the Other, and develop a very strong sense of self-reflexivity.

13.1 M. CHARBONNEAU (Canada) entend mettre l'accent dans son intervention sur la nécessité de mobiliser la jeunesse pour la paix et le dialogue. Dans le monde contemporain, caractérisé par l'insécurité et la vulnérabilité des sociétés et des institutions, où les individus sont perpétuellement jetés les uns au contact des autres et les uns contre les autres en même temps qu'ils se voient privés d'un horizon porteur de projet, il importe de se demander comment la jeunesse perçoit cette réalité et comment elle se prépare à y faire face.

13.2 Le dialogue entre les civilisations ouvre une autre voie. C'est pourquoi l'UNESCO n'a cessé de s'intéresser à ce thème depuis sa création. Les conditions d'un vrai dialogue sont multiples et exigeantes, la principale étant le respect de la diversité des cultures et des valeurs, gage de la richesse d'une civilisation et de son aptitude à se métisser à travers les échanges et la coopération. Dans ce contexte, l'Organisation a pour mission de fournir des références et des instruments de portée universelle touchant plusieurs des grandes questions qui hantent l'humanité, ce qu'elle s'emploie à faire, notamment dans le cadre de la Décennie internationale de la promotion d'une culture de la non-violence et de la paix au profit des enfants du monde, qui s'est ouverte en 2001 et dont elle est le chef de file, ainsi qu'à travers ses grands programmes, à commencer par l'éducation pour tous.

13.3 Dans l'accomplissement de cette mission, l'Organisation peut compter sur de nombreux partenaires, mais les jeunes sont de toute évidence le levier le plus puissant sur lequel elle puisse prendre appui. C'est pourquoi l'orateur propose que l'UNESCO, s'inspirant de l'expérience des routes thématiques, mobilise les jeunes autour de cette "quête du sens" pour laquelle elle est si souvent sollicitée et les convie à prendre la grande route du dialogue et de la paix.

(M. Favier prend la présidence)

14.1 El Sr. BARNET LANZA (Cuba) dice que el diálogo entre civilizaciones es el camino hacia un mejor entendimiento entre pueblos, culturas y religiones, y que su país viene apoyando con convicción y entusiasmo las iniciativas para avanzar en tal sentido, como la propuesta de Lituania de organizar un congreso sobre el tema. Cuba piensa que en esta materia es indispensable adoptar iniciativas multitemáticas, seguir líneas y programas de trabajo muy concretos y materializar esa labor en todos los planos, del internacional al regional o subregional. Para ello cabe utilizar racionalmente mecanismos ya existentes, como las Cátedras y Clubes UNESCO o el Plan de Escuelas Asociadas.

14.2 Es muy importante además que en ese diálogo participen no sólo quienes tienen poder de decisión sino también un público más amplio, como los jóvenes, las mujeres, los marginados y la sociedad civil en general. La complejidad del tema obliga a abordarlo desde una óptica pluridisciplinar y a recabar la participación de categorías socioculturales y tendencias ideológicas diversas, pues de lo contrario existe el riesgo de que los intereses de los países más poderosos del planeta y de grupos minoritarios pesen demasiado en el proceso. También considera necesario que el Consejo Ejecutivo apruebe una declaración sobre el tema. No en vano, como se afirma en el documento de fondo 170 EX/INF.5, el diálogo entre civilizaciones constituye un instrumento básico para preservar las identidades nacionales, erradicar la violencia y las guerras injustas e ilegales, reafirmar la diversidad cultural en el pleno sentido del término y fomentar el pluralismo, la tolerancia y la calidad de la vida en los países en desarrollo. Hacer realidad tal diálogo es un objetivo prioritario de la UNESCO, pues con él se erigirán puentes que estrechen los lazos entre los países, cuyas culturas y religiones deben ser de todos conocidas y respetadas. Es sabido que muchas

guerras llamadas étnicas o religiosas tienen su origen en el desconocimiento de la cultura ajena. Respetar al “otro” es respetarse a sí mismo, pues cada cual es “el otro” de alguien. El del diálogo entre civilizaciones es uno de los programas que la UNESCO debe privilegiar, porque tal dinámica facilita el entendimiento y la armonía entre los seres humanos que habitan este complicado planeta.

14.3 Para Cuba, el diálogo entre civilizaciones es también condición *sine qua non* para preservar la paz y la diversidad cultural, entendida ésta como patrimonio común de la humanidad. La cultura es una de las fuentes del desarrollo, no sólo en términos de crecimiento económico sino también como vía de acceso a una existencia más elevada intelectual, afectiva, moral y espiritualmente. El orador concluye subrayando la urgencia de inducir una revolución ética en el hombre que haga efectivo el derecho de toda persona a una mejor calidad de vida y al pleno respeto de los valores humanos, edificio que ha de cimentarse necesariamente en la justicia social.

(14.1) Mr BARNET LANZA (Cuba) said that the dialogue among civilizations was the road to better understanding among peoples, cultures and religions. His country supported with conviction and enthusiasm all initiatives designed to make progress in that direction, such as Lithuania’s proposal to hold a congress on the subject. Cuba thought that it was vital in that regard to take multithematic initiatives, to follow very specific guidelines and programmes of work, and to take such action at every level, be it international, regional or subregional. Existing mechanisms, such as the UNESCO Chairs Programme, the UNESCO Clubs and the Associated Schools Project should be used rationally to that end.

(14.2) It was also very important that the participants in that dialogue should be not only those with decision-making powers, but also the wider public, including young people, women, the marginalized and civil society in general. So complex was the subject that it needed to be addressed from a multidisciplinary perspective and required the involvement of a wide range of sociocultural categories and ideological tendencies, otherwise there was a risk that the interests of the most powerful countries and of minority groups would be too dominant in the process. The Executive Board ought to issue a declaration on the subject. As was rightly stated in the information document 170 EX/INF.5, the dialogue among civilizations was a basic tool for preserving national identities, eradicating violence and unjust and illegal wars, reaffirming cultural diversity in the full sense of the term, and promoting pluralism, tolerance and quality of life in the developing countries. Making that dialogue a reality was one of UNESCO’s priority aims, since it was a means of building bridges to strengthen ties among countries whose cultures and religions should be familiar to everyone and respected by all. It was a known fact that many so-called ethnic or religious wars were caused by ignorance of the Other’s culture. Respect for the Other was tantamount to self-respect, since everyone was someone else’s “Other”. The programme on the dialogue among civilizations was one to which UNESCO should give priority since it was the kind of dynamic that facilitated understanding and harmony among human beings on the complex planet Earth.

(14.3) It was Cuba’s opinion that dialogue among civilizations was also a vital prerequisite for preserving peace and cultural diversity. That diversity was seen as humanity’s common heritage. Culture was one of the sources of development, not only in terms of economic growth, but also as a path towards existence on a higher intellectual, emotional, moral and spiritual plane. Lastly, he stressed the urgent need to bring about an ethical revolution among human beings so that everyone would effectively enjoy the right to a better quality of life and to full respect for human values, which could be held together only by social justice.

15.1 张学忠先生（中国）首先感谢杜维明教授所作的精彩演讲。他认为，世界各国人民在各自的历史发展中都制造了独具特色的文化，都为丰富世界文化宝库作出了自己的贡献，由此而产生了世界文化的多样性。在人类跨入二十一世纪之际，全球化趋势日益加快，人类文化中共性的东西将会越来越多，但这并非意味着世界文化会走向单一。世界文化百花园如果花色单一，即使满园都是牡丹世界也会毫无生气。因此中国主张世界文化多样性。

15.2 张先生还指出，世界上任何国家，无论大小，强弱，无论其社会制度、经济发展水平如何，其民族文化都应受到尊重。各民族都有其独特的文化和传统，不同民族的文化是不能相互替代的。

15.3 中国主张不同文化和文明应在平等的基础上开展对话和交流。中国支持教科文组织为促进文明间对话所采取的行动。张先生对此提出了三点具体建议：（一）应在教科文组织范围内，充分发挥全国委员会和联系学校文明间对话中的桥梁作用。（二）支持会员国出版介绍各国优秀文明，包括世界文化遗产方面的教科书、出版物和视听教材。（三）鼓励并支持会员国之间开展定期的文化交流活动。

15.4 张先生最后提到了总干事于三年前倡议的，目前在东亚地区每年举办一次的“东亚青少年艺术节”。他认为这是促进文明间对话的一个很好范例，希望能够推广下去。

(15.1) Mr ZHANG Xuezhong (China), thanking Professor Tu Weiming for his excellent speech, said that nations across the world had enriched the treasure trove of world culture by creating their own unique cultures throughout their history which, together, formed today's cultural diversity. As humanity entered the twenty-first century, marked by the acceleration of globalization, the world would witness more and more shared cultural elements. That did not mean, however, that world culture was moving towards uniformity. The cultural garden of the world would be dull if it had just one type of flower, no matter how much it blossomed. That was why China was in favour of the cultural diversity of the world.

(15.2) The national cultures of all countries, big or small, powerful or weak, irrespective of their social systems and levels of economic development, should be respected. Each nation had its unique culture and tradition and cultures of different nations were not replaceable.

(15.3) China believed that the various cultures and civilizations should engage in dialogue and exchanges on an equal footing. China supported the initiatives that UNESCO had taken to promote the dialogue among civilizations. He put forward three concrete suggestions. First, the Organization should, within its fields of competence, fully bring to bear the roles of the National Commissions and Associated Schools as bridges of dialogue among civilizations. Secondly, UNESCO should support its Member States in promoting their outstanding civilizations, including World Heritage sites, through textbooks,

publications and audiovisual materials. Thirdly, UNESCO should encourage and support its Member States in conducting periodic cultural exchange activities.

(15.4) He concluded by referring to the Children's Performing Arts Festival of East Asia, which had been launched by the Director-General three years previously and had become an annual event in eastern Asia. He saw it as an exemplary activity for promoting the dialogue among civilizations, and expressed the hope that it be expanded.

16. Mr RACHMAN (Indonesia) expressed his appreciation to Professor Tu Weiming for his valuable presentation. He said that it was important to ensure that programme activities were in line with the ideas that had been expressed. First, the contract that bound humans to the self, society, nature and God was weakening. He wished to know what concrete action could be taken in that regard. Secondly, as Mr Weiming had pointed out, localization led to exclusivism, which raised the question of what was currently wrong with cultural, scientific and educational development. Thirdly, the United Nations had many statistical means of measuring achievements. Lengthy discussions had been held in the commissions and committees concerning the measurement of intangible values pertaining to human spirituality, such as compassion, social solidarity, patience, endurance, dedication, and love. The paradigm of success had currently shifted towards more earthly, materialistic values. He wondered what action could be taken in that context, and whether a better balance should be struck between the material and spiritual dimensions in taking such measurements. Fourthly, certain religious leaders and sections of society, including himself, blamed the mass media for overshadowing the role of teachers in sharpening the art of listening. In that context, he highlighted the virtues of face-to-face communication and forgiveness. Lastly, his government had endeavoured to strengthen the sense of goal and harmony at national level by opening dialogue between Javanese and non-Javanese, Muslims and non-Muslims, Muslims and the West, but problems persisted, and he would welcome any suggestions in that connection.

17.1 La Sra. LUX de COTÍ (Guatemala) subraya que las ideas presentadas por el profesor Tu Weiming son un sostén para la UNESCO en su lucha contra los males del mundo. De su discurso le ha llamado especialmente la atención el pasaje en el que propugna una relación nueva y armoniosa entre el ser humano y la madre naturaleza, pues esa búsqueda entronca con un aspecto fundamental de las formas de vida de muchos pueblos indígenas, y en particular de los mayas de América Central, para quienes los abuelos de ambos sexos son depositarios del saber y los valores tradicionales, que transmiten por vía oral y de forma colectiva a las siguientes generaciones. De ahí que en los mayas el sentimiento de comunidad prime sobre el individualismo.

17.2 El profesor Tu Weiming también se ha referido a una paz duradera como corolario del diálogo entre culturas y civilizaciones. Este es el objetivo supremo no sólo de la UNESCO sino de cualquier persona de bien, y para lograrlo la Organización apuesta por cimentar la armonía entre los seres humanos, en pro de la paz. Para ello la UNESCO debe fortalecer aún más sus programas de educación y cultura, así como sus cátedras, privilegiando siempre el diálogo entre culturas y fomentando la lealtad a los valores humanos. Los programas de la UNESCO deben vehicular una visión colectiva y por supuesto trasladarla a los ámbitos, importantes donde los haya, de la educación de calidad para todos, y muy especialmente para niños, jóvenes y mujeres, y de la diversidad cultural y lingüística. La oradora concluye destacando el interés de las formas de vida de los pueblos indígenas, de cuyo profundo amor a la vida, la naturaleza y el ser humano hay mucho que aprender.

(17.1) Ms LUX de COTÍ (Guatemala) said that the ideas expressed by Professor Tu Weiming lent support to UNESCO's fight against evil. She had been especially impressed by the part of his address in which he had advocated a new and harmonious relationship between the human being and Mother Nature. After all, that quest was in keeping with a

fundamental aspect of the way of life of many indigenous peoples, particularly the Mayas of Central America, for whom grandparents were depositaries of knowledge and traditional values which they transmitted orally and collectively to the following generations. For that reason the Mayas preferred the sense of community to individualism.

(17.2) Professor Tu Weiming had also referred to a lasting peace as the corollary of dialogue among cultures and civilizations. That was the supreme objective not only of UNESCO, but also of any right-minded person. In order to achieve it, UNESCO was endeavouring to strengthen harmony among human beings in furtherance of peace, and needed to further strengthen its education and culture programmes and its UNESCO Chairs Programme, making the dialogue among cultures a constant priority, and promoting loyalty to human values. UNESCO's programmes needed to project a collective vision and, naturally, transfer it to the fields, important where they existed, of quality education for all, above all for children, young people and women, and of cultural and linguistic diversity. The ways of life of the indigenous peoples were of great interest, since much could be learned from their profound love of life, nature and the human being.

18. Ms VATSYAYAN (India) said that Professor Tu Weiming had articulated an insightful analysis into the urgent concern of the human predicament of modern times. The issues of dialogue and of “curative medicine” arose when the preventive system failed; the laws of nature and the cosmic order of the universe had been disturbed by humans. She agreed with the representative of Guatemala that a major concern with far-reaching implications was the breakdown of the balance between humans and nature. The restoration of dialogue was vital not only for environmental issues, such as biodiversity, but also for cultural diversity, human ecology and the interconnectedness of all forms of life. A key point addressed by Professor Tu Weiming, which was too often overlooked owing to an excessive tendency to consider individual parts of the body as separate entities, was the body-mind consciousness relationship. That was the focus of increasing attention, both at the philosophical and the scientific levels. Another point of emphasis had been the self; she wondered whether that was an individualistic, community-based, cultural, or national concept, since no civilizations had developed in isolation, and since the privileging of one civilization over another had only caused disruption of the existing order. Restoration of that order was conditional upon respect for the Other, for without the Other, respect for the self could not be achieved. She concluded by saying that it would be superfluous to include the creation of “cultural corridors” or joint water management arrangements as concrete actions in the dialogue among civilizations.

19. Mr TU Weiming *in extenso*:

Underlying the discussion is another extremely important dialogue: C.P. Snow's idea of the two cultures. We have been dominated by science and technology, and even the ideology of scientism, but the importance of humanity is – I think UNESCO is particularly concerned about that – to underscore not just economic capital but social capital, not just technical competence but cultural competence, and not just cognitive intelligence but emotional or ethical intelligence. The question of vulnerability is particularly applied to the young. I think there is an African proverb which states that the earth is not a precious treasure bequeathed to us by our ancestors alone; it is also a rich resource that we are obliged to preserve for millions of generations to come. And unfortunately now young people are so overwhelmed by information of various kinds; we tend to confuse data with information, information with knowledge, and certainly knowledge with wisdom. In this particular connection, my sense is that the common belief that the most powerful, influential and the nations or groups or individuals endowed with both material and spiritual resources and access to information, ideas and knowledge ought to feel more obligated to ensure the well-being of society as a whole. This sense of privileging the marginalized is absolutely critical for human

flourishing. And in this sense, secular humanism, which has been very powerful in dominating the world, which has despiritualized the heritage of human spirituality and denatured the world around us, is very detrimental. It is in this sense a vision which is both anthropological and cosmological – I call it the anthropocosmic vision – is critical. The Earth Charter in fact underscored this particular dimension, I think it is important that we keep in mind the Earth Charter's recognition of the importance of indigenous people all over the world, which constitutes a very large percentage of the human community. One comparative religionist, Professor Ewert Cousins, has observed that if there's a prophet in the twenty-first century, the prophet would be Earth. The Earth is going to dictate what is allowable and what is not allowable. And some of the teachers who have particular sensitivity to the voice of the Earth turn out to be indigenous religious leaders. We certainly should be able to learn from them. In this connection, the issue of the body – I think studies in neurophysiology and other areas have indicated that the body is not our possession. We do not possess our body. We become our body. It is a form of attainment. So in this connection the self, aside from all kinds of other dimensions, should be conceived as a centre of relationships. At the level of the centre, the dignity, autonomy and individuality of the person needs to be preserved. On the other hand, as the centre of relationships, it is not possible for the self to be perceived as an isolated individual, as an island; rather, the self is a flowing stream, a dynamic, transformative interacting with many other dimensions of the world. I think we should probably also perceive civilizations or nations and various other kinds of social and political organizations as dynamic transformative organizations, learning organizations interconnecting with other organizations, preserving their own cultural identity and political identity, at the same time moving towards an increasing public-spiritedness.

20.1 Ms INAYATULLAH (Pakistan) congratulated Professor Tu Weiming on his highly inspiring address. She said that the survival of the human species had become a problem as a result of social disintegration and terrorism, and questioned the morality of expressing solidarity with individuals who murdered innocents merely because they were different. It was absolutely necessary to bridge the divide, thus requiring a shift, within the Organization, from verbal resolutions to a moral revolution. In that connection, there was an urgent need for concrete action and for related proposals to be drawn up in anticipation of the framing of document 33 C/5. She suggested that UNESCO conduct research in its capacity as a consensus builder and peace-maker, and apply the relevant findings in the twenty-first century context. Moreover, her government hoped that the findings of the various Road/Route projects would be translated into action through intercultural dialogue.

20.2 As Professor Tu Weiming had said, all civilizations should be learning civilizations; she therefore suggested fostering dialogue among teachers – to produce a matrix of values with ethical foundations that could be endorsed by the General Conference at its 33rd session and thereafter provide the basis for a future education system for Member States. Regarding the hegemonistic trends in globalization, she stressed that globalization was not civilization, and needed to be humanized. In concrete terms, she proposed that appropriate globalization forums, such as the World Economic Forum in Davos, WTO and information technology entrepreneurs, be brought into the dialogue. The underlying premise was that in order for globalization to be sustainable, social capital, as well as economic capital, needed to be promoted. Significant work had already been undertaken in that area by several Member States, but it was also of the utmost importance to encourage dialogue within nations – one of the themes on the agenda of the 33rd session of the General Conference. To conclude, she said that a Sufi saint had defined culture as “the fragrance left behind when the incense stick of life has burnt out” and heritage as “a loan from our ancestors, to be passed on to future generations”.

21.1 Mr SATO (Japan) expressed his gratitude to Professor Tu Weiming for his remarkable presentation. He said that the dialogue among civilizations was rooted in the spirit of peaceful coexistence, as a learning process based on cultural diversity which constituted a powerful antithesis to the clash of civilizations. Thus intercultural dialogue activities should be strengthened, and in May 2004, Japan and the Arab States group had jointly organized a symposium entitled “Cultural Diversity and Globalization – The Arab-Japanese Experience: a Cross-Regional Dialogue”. On that occasion, the need to approach intercultural dialogue as a dynamic, constantly evolving, interactive process had been highlighted. He was most appreciative of the innovative guidance provided by the New Delhi Declaration on “Dialogue among Civilizations – Quest for New Perspectives” and the Message from Ohrid. Nevertheless, to further enhance the dialogue among civilizations, it was necessary to ensure greater coordination between the benefits of individual programmes and their wider impact within the overall framework of the dialogue. That would enable the benefits derived to be shared with other United Nations agencies and stakeholders, with a view to establishing cooperation arrangements with the latter.

21.2 Document 170 EX/INF.5 stressed the importance of educational activities as a potential tool for concrete action. For his own part, Professor Tu Weiming had identified teaching as one of the three vectors for the transmission of values from one generation to the next. Dialogue activities were therefore particularly relevant since they should contribute to achieving quality education and education for sustainable development. Finally, he reiterated his proposal to include the United Nations University (UNU) as a partner, in view of its role as a forum and clearing house for intercultural dialogue.

22. Mr PIGOT (Suriname) congratulated Professor Tu Weiming on his excellent presentation. His observations concurred with those contained in publications such as *The World Ahead: Our Future in the Making* which reflected on UNESCO’s role in the twenty-first century, and which saw ethics as the fundamental pillar of development. He fully endorsed the view of Mr Tu Weiming that religious leaders needed to master the language of globalization, but wondered whether it was not equally important for world leaders to master and adopt an attitude based on spiritual dialogue, and raised the question of the role that could be played by UNESCO and the United Nations in promoting such dialogue.

23. Mr ŠTRAJN (Slovenia) referred to Professor Tu Weiming’s comment that tolerance was an essential requirement for dialogue. He said that historically, the concept of tolerance had originally been used in a religious context, as illustrated by the works of John Locke. Nevertheless, it was important not only to maintain dialogue between mainstream religions, but also to ensure the survival of the various individual beliefs that formed the core of a number of cultures and identities. He voiced the hope that efforts in the area of the intangible heritage would contribute to that aim. He stressed the fact that many non-religious forms of belief had developed and should also be included in the dialogue, within the framework of multiple modernities. While he conceded the undeniable value of face-to-face communication, virtual reality in the information society remained a powerful tool for the transmission of values and the development of each individual’s capacity for perception. There was a widespread view that investing in education would help to overcome undesirable phenomena; however, his country had been a part of the former Yugoslavia, where multicultural education, unfortunately, had only given rise to irrational outbreaks of hatred. Such experiences should be taken into account and analysed, and the appropriate lessons drawn.

24. Mr MOLNÁR (Slovakia) welcomed Professor Tu Weiming’s use of UNESCO language with regard to values, but said that real languages must also be mentioned, given their important role in communication, in particular face-to-face communication, since all knowledge was transmitted through languages. In fact, many problems were the result of misunderstandings stemming from language barriers. Nevertheless, the focus on virtual communication was

appropriate because face-to-face communication also involved the use of new technologies. He agreed with the representative of the United Kingdom on the need for new curricula, and felt that new motivation for learning was also required, not only with respect to formal education, but also lifelong learning. New indicators of educational quality were of particular relevance in that context. Finally, he stressed the importance of family education, especially in the light of the changing family model and parents' increasingly demanding professional commitments.

25. Mr VARGAS (Brazil) said that he was indebted to Professor Tu Weiming for his thought-provoking contribution to the debate. While the objective of the thematic debate was to invite outstanding personalities to cover subjects that fell within UNESCO's mandate, the topic under discussion was an extremely complex issue, which reflected the complexity and cultural diversity of the Organization itself. He endorsed the suggestion by other Members that in future, leaders also be called in from other United Nations agencies to address the economic and financial issues affecting countries so as to convey, as Professor Tu Weiming had done, the sense of vulnerability that now prevailed. Such vulnerability was illustrated by the fact that the three wealthiest individuals in the world had incomes which exceeded that of the 45 poorest countries, and that the 300 wealthiest individuals in the world had combined incomes greater than those of two billion individuals, fully one fifth of the world's population. The current situation was even more complex than that obtaining 150 years previously, thanks to the development of science and technology. Against that background, a twofold effort had emerged: promoting a dialogue between science and the humanities and, in particular, introducing the ethical dimension of the global cultural and moral heritage into scientific practice. Globalization had eroded the power of the nation-state, but had promoted the emergence of the cultural factor, thereby making intercultural dialogue an inherent part of the process. Past wars had all resulted from cultural clashes and produced subsequent religious clashes, which was why tolerance was so very important.

26.1 Mr TU Weiming *in extenso*:

I would like to address an extremely complex and sensitive issue: terrorism. We addressed that in crossing the divide, but it's extremely difficult, I think, agonizing and painful, to enter into the psychodynamics of the terrorist. Unfortunately, some of the values that we cherish, such as rationality, ingenuity, bravery, daring, dedication, commitment, even faith, turn out to be relevant. One thing that is totally missing in terms of core values is sympathy, compassion and empathy. The inability to feel the suffering of others, and this dehumanization needs to be fully recognized for us to deal with a very complex situation. In terms of the question of religion and the question of what might be termed the soft power – these are really the general concerns of UNESCO – there will be a meeting called the Kyoto International Cultural Forum, with focus on the Japanese notion of *kokoro* "heart and mind", both the affective dimension of the heart and the cognitive dimension of the mind. In this particular connection, the question of religious leaders who need to learn the language of global citizenship really ought to be integrated with that of political leaders who become musical or sensitive to spiritual matters. The World Economic Forum for ages focused on economic issues, but since the year 2000 the Forum has begun to talk about the future of religion and the question of cultural identity. So I think it is the consensus even among economists that the question that so-called economic externalities, the question of spiritual values, the question of religion, the question of the ultimate concerns are really relevant to our day-to-day life, which is dominated by power and wealth.

26.2 I fully agree that biodiversity as a model for the survival of the human community ought also to be used as a reference for linguistic diversity. In fact, we realize that probably more than 6,000 languages will be reduced in a generation or so to around 600, and language as a symbolic system contains values that are irreducible. If a language is lost, it's a human loss because some of

the very precious values embodied in that language will never become accessible to the human community. Therefore biodiversity, linguistic diversity and cultural diversity are great values.

26.3 Learning is often considered as acquisition of knowledge or acquisition of technology, but learning in the classical sense, in the Hindu, Greek and Confucian sense is character-building – learning not just for the sake of the self, but learning to be human. This reminds me of a very important and inspiring French scholar, Pierre Hadot, in his recent book, *Philosophy as a Way of Life: Spiritual Exercises from Socrates to Michel Foucault*. This is an attempt to underscore the importance of all these major traditions in the world: Hinduism and Buddhism in South Asia, Confucianism and Taoism in China, Judaism, Christianity and Islam in the Middle East, and of course the Greek civilizations – not to mention indigenous traditions, have all contributed to a way of life that is increasingly endangered, and it's important for us to retrieve some of the great wisdom of that tradition.

26.4 And finally there is the issue of colleagues in economics, in politics and other areas who take part in this joint effort. The idea of the public intellectual is not restricted to the academic community. In fact there are public intellectuals in government, academia, the mass media, the professions, social organizations and social movements, especially NGOs, and even entertainment, and religion. In this particular sense, if UNESCO is interested in cultivating the young as potential global citizens with emphasis on becoming culturally concerned, culturally sensitive, politically concerned and socially engaged, then I think with all the limitations and complexities of the world, there's at least a ray of hope that the biological mode rather than the mode of conflict and tension may become an important alternative for the future form of life yet to emerge.

Ms Inayatullah took the Chair.

27.1 Г-н СОКОЛОВ (Российская Федерация) выражает благодарность профессору Ду Вэймину и представляет выступление от имени посла доброй воли ЮНЕСКО А. Абрамяна, который приветствует переход от слов к делу, к реализации положений итоговых деклараций, принятых в Нью-Дели, Охриде и на Иссук-Куле в ходе форумов по диалогу между цивилизациями.

27.2 Отвечая на призыв ЮНЕСКО и размышляя о том, что нового и реального Организация могла бы предложить деловым кругам, он предлагает разработать и принять как часть новой программы ЮНЕСКО на 2006-2007 гг. пилотный проект «Диалог между цивилизациями – сотрудничество в интересах повышения потенциала устойчивого экономического и гуманитарного развития стран и регионов» с акцентом на развивающиеся страны и страны с переходной экономикой.

27.3 Если Организация предложит подобное сотрудничество, то представители международных деловых кругов откликнутся на этот призыв. Могла бы быть сформирована особая, получившая одобрение международного сообщества и высшего руководства государств-членов система поддержки международного партнерства в духе ценностей диалога между цивилизациями.

(27.1) Mr SOKOLOV (Russian Federation) thanked Professor Tu Weiming for his presentation and read out a statement by UNESCO Goodwill Ambassador A. Abramian, who welcomed the transition from words to deeds, and to the implementation of the provisions of the final declarations of the New Delhi, Ohrid and Issyk-Kul forums on the dialogue among civilizations.

(27.2) Responding to the call of UNESCO and reflecting on what new and practical proposals the Organization could make to business, he suggested developing and adopting as part of the new UNESCO programme for 2006-2007 a pilot project “Dialogue among civilizations – cooperation to increase the potential of the sustainable economic and human development of countries and regions” focusing on developing countries and countries in economic transition.

(27.3) If the Organization were to propose appropriate cooperation, international business leaders would respond to the call. It would be possible to set up a special mechanism approved by the international community and the higher leadership of the Member States, to support an international partnership in the spirit of the values of the dialogue among civilizations.

28. Mr AZIZ (Afghanistan) joined the representative of Morocco in appealing for a review of the time allocated to speakers in such important debates, in order to provide an opportunity for genuine dialogue among Member States. He said that Professor Tu Weiming had shed new light on the work of the Organization, which since its inception had created the conditions for, and given a prominent place to, the dialogue among civilizations. He personally felt a sense of belonging to all civilizations, and revelled in the diversity of history, languages and religions. He was pleased to announce that his country now celebrated World Teachers’ Day. He underscored the vital role of women in initiating dialogue, especially through the transmission of language to the child, thus paving the way for dialogue with others. He hoped that due recognition would be given to that role within the EFA framework. He concurred that there was a need to review curricula, but the terms of such a review had yet to be determined. He concluded by asking Professor Tu Weiming how the mass media could be used to support the dialogue among civilizations, what the definition of civilizations was, and how he envisaged the involvement of civilizations in a genuine dialogue, given the present global context.

29.1 Mr WILTSHIRE (Australia) said that the all too rarely quoted second paragraph of the preamble to UNESCO’s Constitution concerning “the ignorance of each other’s ways and lives” addressed an issue of particular importance in the context of global insecurity, the shift in educational curricula – which were no longer knowledge- or values-based –, and the “culture of the screen”. Through television, video and, particularly, the computer, Western culture was being invited into traditional cultures without providing young people with the necessary means or guidance to reconcile the two, thereby preventing successful intercultural dialogue. Suicide was now the largest cause of death among young people, partially as a result of the conflict thus generated. The media played a substantial part in conflict orientation and stereotyping; therefore journalism training must be considered a priority. The role of leaders was equally important: political leaders all too often resorted to xenophobia in order to be re-elected, while business leaders were setting a bad ethical example through their use of questionable offensive tactics. In the face of those problems, concrete action was required, and should be focused on youth.

29.2 The concept of the Other often appeared in the literature, and yet that notion did not exist among children, who interacted with each other without any barrier to dialogue. Appropriate educational curricula must be introduced, and in that connection, he drew attention to the Asia-Pacific initiative on Education for Shared Values for Intercultural and Interfaith Understanding. He believed that greater emphasis must be placed on common – rather than divergent – values, since the main world religions had many shared values, which could be used as a basis for positive, constructive action. Young people should be taught that every right entailed a responsibility – a mutual obligation that they should honour as citizens of the world as well as of their own respective countries. Finally, he expressed the view that in the exercise of its mandate, UNESCO was not taking sufficient advantage of the worlds of young people, namely sports, music and culture, to

promote values such as tolerance, leadership, and understanding, and notions such as heritage and sustainable development. Above all, he called for young people to be invited as partners to voice their opinions on how UNESCO's constitutional mandate could be translated into action, with particular reference to the sixth paragraph of the preamble to the Constitution.

30.1 Mme BENNANI (Maroc) estime que le rôle du Conseil exécutif, loin de se limiter à la formulation de recommandations relatives au budget et au programme de l'Organisation, inclut aussi un travail de réflexion qui doit contribuer à l'amélioration et à la promotion de l'action de l'UNESCO. C'est pourquoi elle s'inquiète vivement de voir que le débat thématique, qui permet une interaction bénéfique avec le Secrétariat, est réduit de façon substantielle.

30.2 Le dialogue entre les cultures et les civilisations s'articule autour de deux axes principaux : l'un politique et sécuritaire, l'autre culturel et éducatif. Mais quel que soit l'axe privilégié, ce dialogue ne peut se concrétiser efficacement que s'il est mis au service des politiques au sens large. L'UNESCO peut agir à un triple niveau. Sur le plan de la théorie, l'Organisation dispose maintenant d'une base conceptuelle suffisante pour pouvoir renforcer et compléter l'action menée dans le domaine du dialogue entre les cultures. Sur le plan méthodologique, il importe de définir une approche appropriée, pluridisciplinaire et plurisectorielle, une "pédagogie du dialogue". Sur le plan opérationnel, il est nécessaire d'engager des actions concrètes, novatrices et ciblées. Dans le domaine linguistique, par exemple, il faut mener une réflexion sur les concepts très dangereux. Parallèlement, il faut favoriser l'évolution des mentalités, en luttant contre les exclusions et les rejets, les stéréotypes, les dualités manichéennes qui conduisent à des alliances contre nature.

30.3 Le domaine d'intervention le plus important est sans doute celui de l'éducation. Il faut introduire un enseignement sur le fait religieux (et non sur telle ou telle religion) - le Maroc et la Norvège travaillent d'ailleurs actuellement sur cette question. Il faut promouvoir l'éducation aux valeurs universellement partagées et l'éducation à la citoyenneté, en préparant l'individu à prendre la place qui lui revient au sein de sa communauté et à être aussi un citoyen du monde. Cette éducation d'un type nouveau doit transcender le milieu scolaire et s'étendre à la famille et à la société tout entière. Le Comité dont l'Italie a proposé la création pourrait à cet effet constituer un utile mécanisme de réflexion et de mise en œuvre.

30.4 Mme Bennani souligne en conclusion que l'ensemble des actions menées doivent viser à la création de conditions propices à l'émergence de relations nouvelles entre les personnes et à l'instauration d'un code de conduite fondé sur un nouvel humanisme, sur cette "amitié civique" et cette "communauté de finalités" dont parle le philosophe Jacques Derrida et qui sont le fondement de toute civilisation. Il faut faire du dialogue des cultures et des civilisations un instrument essentiel pour orienter les grands changements requis et garantir le respect de la dignité, le bien-être humain, la sécurité et la paix.

(M. Wrede reprend la présidence)

٣١،١ شكر السيد غرايبة (الأردن) الأستاذ تو وايمينغ على عرضه الشيق وعلى تناوله الموضوع من زواياها الواسعة، إذ إنه لم يقصر حوار الحضارات على الحوار بين الأديان. وأشار إلى أنه على الرغم من كثرة الندوات والمؤتمرات والكتابات والاجتهادات في هذا الشأن، فإن الاهتمام بحوار الحضارات لا ينفك يتزايد على الصعيد العالمي. وقال إنه ليس من قبيل المصادفة أن يبحث هذا الموضوع في هذا الوقت بالذات وتحت مظلة اليونسكو، التي تؤكد على أن لكل حضارة اعتبارها وقيمها التي يجب المحافظة عليها واحترامها، وأن لكل شعب الحق في تنمية حضارته الخاصة، وأن كافة الحضارات بما فيها من تنوع واختلافات وتأثير متبادل تمثل جزءاً من التراث العالمي للبشرية كافة.

٣١,٢ وأعرب السيد غرايبة عن اعتقاده بضرورة التركيز، في هذه المرحلة، على عوامل بناء الحوار المثمر بين الحضارات واعتماد لغة ومصطلحات أكثر توازنا في الحوار، سواء بين المتحاورين أو في وسائل الإعلام المختلفة. وأكد أنه لا بد من إعداد مرجعية أخلاقية جامعة تراعي القيم المشتركة والمتفق عليها. ورأى أن الحوار بين الحضارات يبقى عمليا محدود الأثر إذا انحصر داخل قاعات المؤتمرات واقتصر على النخب الثقافية والتربوية والدينية، التي لا تجد عادة أي مشكلة في الاعتراف بحضارات الآخرين وتقديرها. وعليه، فينبغي التركيز على الوصول إلى الفئات الأكثر تأثيرا على جموع الناس والمجتمع، كالمعلمين ورجال الدين ومؤسسات المجتمع المدني. كما رأى أن التربية والتعليم، وخاصة في المراحل المبكرة منهما، يسهمان إسهاما بالغا في غرس قيم التسامح واحترام حضارات الآخرين في نفوس الناشئة. وأوضح أن أنشطة المنظمة إن لم تتضمن مثل هذه التوجهات، تبقى مجرد تمرين ذهني.

٣١,٣ وإذ أكد السيد غرايبة على أهمية الحوار بين الحضارات، سواء كان حوارا ثنائيا أو متعدد الأطراف، أشاد بندوق الحوار العربي الياباني وبمساهمة اليابان الفاعلة وجهود أعضاء اللجنة الاستشارية لخطة تنمية الثقافة العربية (Arabia Plan)، ورأى أن هذا الحوار يمثل أهم استراتيجيات اليونسكو في مجال تعزيز الحوار بين الحضارات.

(31.1) Mr GHARAIBEH (Jordan) thanked Professor Tu Weiming for his interesting presentation and for addressing the theme in its broader perspectives, for he had not confined the dialogue of civilizations to a dialogue among religions. Despite the many forums, conferences, writings and other endeavours on the subject, interest in the dialogue among civilizations continued to grow at the global level. It was no coincidence that the theme was being explored at that particular time and under the auspices of UNESCO, which stressed that each civilization had its own point of view and values, which should be preserved and respected. Similarly, each people had a right to develop its own civilization, and all civilizations, in all their diversity, differences and mutual influences, formed part of the world heritage of humanity as a whole.

(31.2) He believed that it was necessary, at the current stage, to focus on factors which were conducive to building a productive dialogue among civilizations and to using more balanced language and terminology in the dialogue, whether between those engaged in the dialogue or in the various information media. He stressed the need to devise a universal moral authority to preserve shared, agreed values. The dialogue among civilizations would in practice be of limited impact if it remained confined to conference halls and limited to the cultural, educational and religious elites, which usually had no difficulty in acknowledging and appreciating the civilizations of others. It was therefore necessary to focus on reaching the groups that had the greatest influence on the broad public and societies, such as teachers, religious leaders and civil society institutions. Education, especially its early stages, actively helped to inculcate the values of tolerance and respect for the civilizations of others in the minds of the younger generation. If the Organization's activities did not cater to those concerns, they would remain a pure mental exercise.

(31.3) He stressed the importance of the dialogue among civilizations, regardless of whether that dialogue was bilateral or multilateral. He commended a symposium on Arab-Japanese dialogue, Japan's active participation, and the efforts of the Consultative Commission for the Arabia Plan. That dialogue was one of UNESCO's most important strategies with respect to promoting the dialogue among civilizations.

32.1 Mr DANSINGHANI (Mauritius) thanked Professor Tu Weiming for his stimulating presentation, and said that the concept of dialogue was challenging the global conscience. Was it really so difficult for people to establish a dialogue, to connect? The vast majority of people throughout history had in fact connected, showing a great deal of tolerance and flexibility towards others. Just a handful had defied that norm. So he agreed on the need to develop the ability to listen: people needed to learn to talk with – rather than to – each other.

32.2 Mauritians set much store by the themes of unity and diversity, which in turn depended on a number of universally applicable principles such as guaranteed freedom for all to practice their religions and ancestral values, and equal rights for all, including women and ethnic minorities. Dialogue could become a reality if there were the will to combat poverty and to eliminate all forms of marginalization – economic, social or cultural. Clearly, that would require a good deal of action in the field of education – not just renewing curricula, but also introducing such concepts as universal human values and citizenship education, and revisiting methodologies. The mindsets of teachers needed to change in order to enable them to mould the thinking of the young. National Commissions and field offices had a crucial role to play. They could encourage people to share information instead of keeping it for themselves. They could capitalize on linkages with social and cultural organizations, civil society and governmental institutions. Field offices could also help build human capacities, work actively for the preservation and safeguarding of the cultural heritage, and bring young people together in youth forums and discussions with a view to promoting diverse cultural roots.

33. Mr TU Weiming *in extenso*:

This remark is predicated on two assumptions or two aspirations. UNESCO is the intellectual – I may even add spiritual – wing of the United Nations. It is also the standard of inspiration for many generations of scholars in the humanities and many young people. There are three integrated dimensions to theological thinking or philosophical thinking. In Christian terms, these are fundamental theology, systematic theology and practical theology. In Confucian language, they are the way, learning and politics. So the three dimensions mentioned, I think, by quite a few representatives here are the core values, the basic commitment, the conceptual apparatuses in trying to understand what is the mission, the systematic or scholarly inquiry, the continuous reflection on the core values, on the basic fundamental commitment of the Organization, and praxis. I think it's important to bear in mind the cultivation of a communal, critical self-awareness – communal in the sense that it is not individual-based even though it is rooted in the reflection of the individual; critical – it is not commitment that is blind, that is simply the acceptance of the values; and yet it is self-consciousness. Now this notion is related to the belief that there ought to be a continuous interaction between the core values and praxis. Normally we considered praxis as the application of the core values, but in fact the application itself refines, sometimes critically, some of the core values in terms of implementation. Implementation is not simply subsequent, it is also a kind of feedback loop in trying to understand whether we got it right. And the systematic inquiries involve many, many people, an “outsourcing” to many people, who have to engage in a joint venture. My humble wish is for the continuous interaction of the core values with the various kinds of implementation. In other words, we want to have theoreticians involved in practical considerations, and we want people who have tremendous experience in praxis to challenge the core values and to become theoreticians. Dialogue, debate, argument, reflection, conceptualization, seminars, work, workshops – all these are forms of praxis, in a very concrete way. And all kinds of involvement in the work – in the work of water conservation, in the work of involving the young in trying to understand what is going on – all these modes of involvement are theoretical work, theoretical reflection. This unity of knowledge and action, this continuous process informing a communal, critical consciousness should allow a learning organization to be transformative and dynamic, without losing sight of its core values.

34.1 M. FELDMEYER (Suisse) constate que l'Organisation a déjà eu maintes fois l'occasion de se pencher sur le thème du dialogue entre les cultures et en particulier d'identifier les obstacles à surmonter, au premier rang desquels figure la difficulté d'atteindre les publics visés. Par-delà la question des acteurs du dialogue, se pose aussi le problème central de la mise en œuvre des décisions et du suivi des textes issus des grandes conférences consacrées à ce thème. Les débats du Conseil sur le projet de décision visant à lutter contre le terrorisme ont, la veille encore, illustré ce problème puisqu'ils n'ont débouché sur aucune proposition concrète, le Conseil s'en remettant au Secrétariat au lieu de prendre ses responsabilités.

34.2 Le document 170 EX/INF.5 rappelle opportunément les activités menées et la nécessité de les poursuivre, à commencer par l'examen critique des programmes et manuels scolaires, pour ne citer qu'un exemple. Encore faudrait-il remédier à leurs carences et corriger leurs défauts ; on ne saurait trop souligner la responsabilité des États en la matière.

34.3 Après avoir souscrit aux observations de la représentante du Pakistan concernant l'importance du dialogue à l'intérieur même de chaque nation, l'orateur évoque l'ampleur de la tâche à accomplir et estime que l'Organisation, sans s'illusionner sur l'impact de ses débats, doit s'attacher avant tout à renforcer ses activités traditionnelles, notamment dans le domaine de l'éducation, où les programmes d'éducation à la tolérance, à la compréhension, au respect de l'autre et des autres cultures sont autant de moyens de promouvoir l'éducation à la diversité. Les activités du Secteur de la culture en faveur du dialogue interculturel méritent également d'être soutenues. D'une manière générale, il s'agit d'approfondir la réflexion, grâce notamment aux éclairages que le professeur Tu Weiming vient d'apporter aux membres du Conseil.

35. Mr GÜVENEN (Turkey) thanked Professor Tu Weiming for his valuable presentation, and said that discrimination, gender inequalities, religious and ethnic fanaticism, racism and xenophobia regrettably still constituted a challenge to the international community. Each nation had the right to its own culture, values and traditions – assets which, at a wider level, enriched such truly universal values as human rights and obligations, democracy and the rule of law, and hence which strengthened the collective wisdom, consciousness, responsibility and progress of humankind. The dialogue among civilizations should not be a phrase used by one side to try to impose its ideas on the other. Genuine dialogue, which would be of benefit to the whole of humanity, must be based on the above universal values and on a genuine respect for and understanding of other cultures and civilizations. Every opportunity must be taken to achieve that end, and not lost owing to narrow political, cultural, social or religious considerations. UNESCO was well suited to playing a facilitating role to enhance true dialogue and complementarity among civilizations.

36. Ms CARRIERE MOMPLE (Mozambique) thanked Professor Tu Weiming for his stimulating presentation, and stressed the importance of education for fostering self-esteem and combating arrogance. How could there be dialogue when one side regarded the Other as superior, or indeed itself inferior? Literature, music, traditional medicine and other valuable assets could serve to increase awareness of African identities, for instance, both among Africans and in the rest of the world. To illustrate the role of literature, she told the story of a Swedish man teaching at a university in Mozambique who, saddened by his failure to understand the country or even his students, finally began to see the light by reading Mozambican novels. Associations also had an important role to play, and she raised the possibility of an exchange of experience among youth and women's groups and cultural, professional and scientific associations from many different countries. The endeavour would not need to involve large-scale conferences, whose results often proved disappointing. Finally, she said that it was crucial to empower women since a true dialogue among civilizations was impossible so long as women, the majority of the world's population, only participated in a tiny fraction of international decision-making.

37. Mr SHEYA (United Republic of Tanzania) said that most people in Africa saw his country as one of the rare places where there had been peace, tranquillity and mutual understanding. Numerous visitors from diverse cultures and civilizations across Europe, the Persian Gulf, the Arabian peninsula and the Indian subcontinent had settled there over the years. His country had also provided shelter to countless refugees fleeing the struggles for independence in neighbouring countries. The country had more than 120 ethnic and cultural groups, speaking more than 120 indigenous languages. Yet they were all bound by a common tongue, Kiswahili, which he believed had broken the communication barrier between cultures. Furthermore, marriages between people from different cultures and different religious backgrounds were common, thus creating an environment conducive to intercultural and interreligious dialogue. His government's policies had helped sustain such a situation. A museum of cultures had been set up, featuring displays on every culture in the land. Each year, one particular culture was given the chance to showcase its traditions and practices. That said, his country was also part of the global community, and faced a good many challenges, especially the negative effects of globalization, with unequal development, poverty and other such problems threatening the country's stability.

38.1 M. NDINGA OBA (Congo) constate avec satisfaction que la démarche du professeur Tu Weiming rejoint les préoccupations de toujours de l'UNESCO, qui a consacré une bonne part de son action à la promotion des valeurs universelles et locales dans le contexte des différentes cultures et a élaboré en la matière un certain nombre d'instruments normatifs qui sont autant de jalons et de piliers.

38.2 Notant que les orateurs ont été nombreux à souligner l'importance de l'écoute de l'autre et de l'apprentissage auprès de cet autre, il fait observer que, pour les pays pauvres, le dilemme est de savoir comment maintenir et développer leurs valeurs quand ils sont chaque jour envahis par les produits culturels des pays nantis. Ce phénomène, loin d'être un enrichissement pour les pays pauvres, a dans certains domaines des effets désastreux : ainsi de la relation entre parents et enfants qui connaît en Afrique une évolution désespérante. Dans certains milieux, on considère désormais, pour servir des fins électorales, économiques ou politiques, que le jeune, une fois majeur, n'a plus rien à apprendre de ses aînés et n'est plus tenu d'obéir à ses parents, ce qui va à l'encontre des conceptions traditionnelles qui, en Afrique, mais aussi en Asie, par exemple, privilégient l'éducation tout au long de la vie.

38.3 Il faut s'opposer à de telles tendances, notamment par l'éducation, car si l'on veut que les instruments élaborés par l'UNESCO ne demeurent pas lettre morte, il importe de donner à chaque culture une chance d'exister, sans être écrasée par les produits que diffusent massivement les cultures dotées de puissants moyens techniques en matière d'information.

39. Г-жа МЫРОНЕНКО (Украина), отвечая на выступления представителей Австралии, Канады и Китая относительно необходимости работать с молодежью, указывает, что Украина провела в этом году в Международном детском центре Артек международный фестиваль молодого поколения, который стал диалогом между культурами и цивилизациями не только Европы, но и других континентов. Она предлагает использовать центр Артек для проведения таких фестивалей в будущем. Она выражает признательность профессору Ду Вэймину и призывает воспитывать у людей чувство уважения к другим, прежде всего к своим ближайшим соседям. В истории Украины было уникальное явление – объединение двух церквей, католической и православной. Была создана униатская церковь, которая существует и сегодня. В Украине издается журнал «Педагогика толерантности», который очень популярен не только среди преподавателей, но и среди родителей и даже в военных учебных заведениях. Философы утверждают, что толерантность – это форма интеллигентности. Следует быть толерантным и интеллигентным независимо от происхождения и вероисповедания.

(39) Ms MYRONENKO (Ukraine), responding to the statements by the representatives of Australia, Canada and China concerning the need to work with young people, stated that Ukraine had held an international youth festival earlier in 2004 at the Artek International Children's Centre, which had become a dialogue among the cultures and civilizations not only of Europe, but of other continents as well. She proposed using the Artek centre to hold such festivals in the future. She thanked Professor Tu Weiming, and called on people to cultivate a feeling of respect for others, above all their nearest neighbours. In the history of Ukraine, a unique event had been the unification of the Catholic and Orthodox Churches. The Uniate Church had been established, and continued to exist down to the present day. A newspaper entitled *Teaching Tolerance* was published in Ukraine, and was very popular not only among teachers, but also among parents and even in military schools. Philosophers held that tolerance was a form of being cultivated. People should be tolerant and cultivated regardless of background or religion.

40.1 M. SOURANG (Sénégal), faisant écho aux remarques de la représentante de la République tchèque, dit que, dans le cas du Sénégal, la nécessité du dialogue entre les civilisations ou, pour reprendre le concept popularisé par le Président Senghor, "la civilisation du donner et du recevoir", constitue le paradigme de base. Son pays a du reste déjà pu mesurer les bénéfices de cette "interactivité civilisationnelle". Le Sénégal est en effet le fruit d'une triple fertilisation puisqu'aux fondements de l'humanisme africain sont venus se superposer depuis près d'un millénaire les sédiments de la civilisation arabo-islamique, puis ceux de la culture occidentale, introduite par la France dès le XVII^e siècle. Il convient en outre de rappeler que beaucoup de musulmans, au Sénégal, accordent une grande importance à ces mots du texte sacré : "Nous vous avons constitués en peuples et en tribus pour que vous vous connaissiez entre vous".

40.2 Concrètement, le Président du Sénégal organisera en 2005 un sommet mondial sur le dialogue islamo-chrétien, initiative dont il s'est entretenu avec le pape et d'autres dirigeants religieux et à laquelle il espère que l'UNESCO et son Directeur général s'associeront. Les conclusions de cette réunion alimenteront les débats du Sommet de l'Organisation de la conférence islamique que le Sénégal accueillera pour la deuxième fois en 2006.

40.3 Enfin, dans un autre domaine très concret, celui de la socialisation par l'école, le Sénégal a introduit depuis deux ans l'enseignement des religions dans les programmes scolaires en tant que matière facultative, et a entrepris d'élaborer et d'éditer des manuels d'éducation à la citoyenneté et à la démocratie destinés aux établissements primaires afin que les enfants apprennent la diversité dès leur plus jeune âge.

41. Mr TU Weiming *in extenso*:

With your permission I would like to make three concluding points in appreciation of the very richly textured discussion, which has been very educational and memorable for me. One way of envisioning the human flourishing is as both a deepening and a broadening process. We can envision it as the beginning of the well: the deeper you sink into the ground of your concreteness, the closer you get to the common spring of communication. It is not simply abstraction from the concreteness of civilizations and of individual experiences. You can see the broadening process as a series of concentric circles, with the outer lining always open. Therefore it is a rootedness as well as a movement towards public-spiritedness. We root it in ourselves – our body, our heart and our mind, and we try to overcome egoism. We find real affection and intimacy in the family, but we try to overcome nepotism. We find home in our own environment, in our own community, but we try to overcome parochialism. We move beyond chauvinism, nationalism and ethnocentrism, eventually even limiting our anthropocentrism. This is the first point. The second point is that one of the most powerful engines in the world is the market economy, and the market economy is obviously a very powerful way of generating not only jobs, but also wealth and power. But as the

1995 Copenhagen seminar “After the Social Summit” indicated, while the market economy is terrific, a market society or marketized society or even a market family and marketized interhuman relationships turn out to be really disastrous. And it is in this sense that it is vitally important for us to underscore the humanities as a way of learning to be human – literature, history, philosophy, religion, cultural anthropology and so forth. These disciplines are the most immediate and relevant to human self-understanding and human self-reflexivity. Human in terms both of individuals and of community. Literature gives us an inspiration of the most refined feelings through the most refined articulations, and history gives us the collective memory of where we come from. Philosophy helps us to reflect critically upon the reason behind our understanding of the world. These disciplines in a way are being marginalized because of the importance of science and technology, the market economy, management, and of course information technology. However, all these disciplines in science and the social sciences can very well be informed by the insights of the humanities, and the humanities can benefit greatly from all these scientific enterprises. After all, we learned from the Greeks the value of self-knowledge; self-knowledge is a process of self-empowerment, and this self-empowerment is always open. It is rooted in history and in our sense of the concreteness, but it is always open to the future horizon. My sense is that in the world today, there is nothing like what UNESCO has been doing, is doing, and is capable of doing in the future. Thank you.

42.1 The DIRECTOR-GENERAL thanked Professor Tu Weiming for his crucial contribution to defining the conceptual and intellectual framework of UNESCO’s actions in the area of dialogue among civilizations and cultures. Since many Members of the Board had stressed the importance of dialogue among cultures, and even within the same culture, he felt that all further discussions on the subject should refer to the dialogue not just among civilizations, but also among cultures.

42.2 He commended the Board Members for their very interesting and useful suggestions and proposals for follow-up within the context of that dialogue, and said that they were right to place emphasis on the need for concrete action and the implementation of declarations adopted. Much had been done between the groundbreaking Round Table held by UNESCO to launch the United Nations Year of Dialogue among Civilizations in September 2000 and attended by 10 heads of State, including President Khatami of the Islamic Republic of Iran, and the adoption of the New Delhi Declaration in July 2003 at the International Ministerial Conference on the Dialogue among Civilizations, which should be considered the crowning event. UNESCO needed to become more action-oriented. The suggestions and proposals for the organization of regional, interregional or interreligious meetings warranted close examination and cooperation. One example of the targeted regional or subregional approach taken in recent years had been the Regional Forum on Dialogue among Civilizations in Ohrid, Macedonia, which had focused on south-eastern Europe and led to the adoption of the Ohrid Declaration.

42.3 Other follow-up activity was required, including the organization of regular meetings of young people with the much-appreciated help of Goodwill Ambassador Abramian. UNESCO was focusing on areas where there was an acute need for such dialogue. It had organized the Symposium on Dialogue among Civilizations in Sana’a, Yemen, leading to the Sana’a Call for Dialogue among Cultures and Civilizations, and the International Conference on Intercultural Dialogue and a Culture of Peace in Central Africa and the Great Lakes Region in Libreville, Gabon, which was to be followed, possibly towards the end of November, by a United Nations meeting also focusing on the Great Lakes region. In Asia, UNESCO had organized the major International Conference on the Dialogue among Civilizations in Issyk-Kul, Kyrgyzstan, which had adopted the Issyk-Kul Declaration, and the Children’s Performing Arts Festival, which, as the representative of China had mentioned, had brought together more than 200 children and young people from five East Asian countries, more than half of them girls (women and girls were crucial to the dialogue), and finally, he was looking forward to the Asia-Pacific regional conference that the Government of Viet Nam

had offered to host on the theme of “Promoting Dialogue among Cultures and Civilizations for Peace and Sustainable Development”.

42.4 Reiterating the need to follow up those and other such meetings and to implement what had been adopted, he said that the morning’s meeting had been most timely, and that the Board would endeavour to take into account the important and useful suggestions and proposals on the subject when the time came to discuss the next Programme and Budget (33 C/5).

43. Mr JALALI (Permanent Delegate of the Islamic Republic of Iran) said that the thoughts and ideas of intellectuals and philosophers should serve as a powerful tool to enable UNESCO to perform its pioneering role in the promotion of the dialogue among civilizations. Jacques Derrida’s intellectual services, for example, were tailor-made for UNESCO’s mission. He had sought to take philosophy out of its ivory tower and to bring it to the wider spectrum of young people through his unique teaching methods and conceptual deconstruction. Earlier in his career, he had found the universities of the United States more congenial for disseminating his philosophical ideas, providing an environment in which, as a successful teacher and philosopher, he could foster a taste for philosophy. Later, he had returned to France, thus manifesting his philosophical internationalism. His philosophical ideas had been born in Europe, nurtured and enriched in the United States, and finally returned to Europe, as if history were repeating itself. Indeed, some decades before the French revolution, the ideas of the European Encyclopaedists – Diderot, Voltaire, Montesquieu, Rousseau, Lafayette and others – had crossed the Atlantic and helped shape the American revolution. Later, such prominent American figures as Thomas Paine and Thomas Jefferson had come to France, where their ideas had similarly helped shape the French revolution. More recently, Mahatma Gandhi in India, for instance, had used the democratic ideas emerging in Europe to fight European colonialism. He urged UNESCO to build intellectually on such shining examples of genuine dialogue from the past.

44. The CHAIRMAN thanked Board Members for their tremendous contribution to the morning’s discussions, which he described as very intense and focused and extraordinarily rich. On the evidence of the sincere dialogue that he believed had taken place, UNESCO could still be considered an intellectual forum, even though it was also an Organization committed to concrete follow-up. Thanking Professor Tu Weiming for his keynote address and six interventions in reply to observations by Board Members, he said that the debate had produced a wealth of ideas and solid proposals for action concerning all of UNESCO’s fields of competence, and suggested that in addition to the summary records, the Secretariat could be asked to compile them into a list. He concluded by quoting Immanuel Kant’s response in 1795 to Plato’s proposition that philosophers should be kings:

“Daß Könige philosophiren, oder Philosophen Könige würden, ist nicht zu erwarten, aber auch nicht zu wünschen: weil der Besitz der Gewalt das freie Urtheil der Vernunft unvermeidlich verdirbt. Daß aber Könige oder königliche (sich selbst nach Gleichheitsgesetzen beherrschende) Völker die Classe der Philosophen nicht schwinden oder verstummen, sondern öffentlich sprechen lassen, ist beiden zu Beleuchtung ihres Geschäfts unentbehrlich und, weil diese Classe ihrer Natur nach der Rottirung und Clubbenverbündung unfähig ist, wegen der Nachrede einer Propagande verdachtlos.” – Geheimer Artikel, *Zum ewigen Frieden*, 1795. (“That kings should philosophize or philosophers become kings is not to be expected. Nor is it to be wished, since the possession of power inevitably corrupts the untrammelled judgement of reason. But kings or kinglike peoples which rule themselves under laws of equality should not suffer the class of philosophers to disappear or to be silent, but should let them speak openly. This is indispensable to the enlightenment of the business of government, and, since the class of

philosophers is by nature incapable of plotting and lobbying, it is above suspicion of being made up of propagandists.” – Secret article, *On Perpetual Peace*, 1795.)

In his view, the officials, diplomats, philosophers and scientists taking part in the morning’s proceedings had enlightened one another’s business for the benefit of UNESCO and its endeavours to fulfil its noble mission.

The meeting rose at 1.20 p.m.

EIGHTH MEETING

Wednesday 13 October 2004 at 1.25 p.m.

REPORT AND DRAFT DECISIONS RECOMMENDED BY THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS (170 EX/39)

Item 6.2 EXAMINATION OF THE METHODS OF WORK OF THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS, AND REPORT OF THE COMMITTEE THEREON (170 EX/15)

Draft decision in paragraph 15 of document 170 EX/39

1.1 Mr HEPBURN (Bahamas) (Chairman of the Committee on Conventions and Recommendations) *in extenso*:

Mr Chairman, Mr President of the General Conference, Mr Director-General, dear colleagues, the Committee on Conventions and Recommendations held two public sittings on Tuesday 28 September and Friday 29 September for the consideration of item 6.2 of the agenda of the Executive Board concerning the examination of the Committee's methods of work.

(L'orateur poursuit en français)

1.2 Monsieur le Président, les membres du Comité sur les conventions et recommandations (CR) ont eu, à la lumière du document 170 EX/15, une discussion fructueuse et animée sur les méthodes de travail du Comité dans le cadre de son double mandat. Les membres du Comité ont souligné le besoin de renforcer le premier volet de ce mandat, à savoir l'examen de l'application des conventions et recommandations. Dans cette optique, ils ont proposé des mesures spécifiques visant à revitaliser cet aspect du mandat. En ce qui concerne le second volet du mandat, à savoir l'examen des communications relatives à des cas et des questions concernant l'exercice des droits de l'homme dans les domaines de compétence de l'UNESCO, la majorité des membres du Comité se sont félicités des résultats positifs obtenus par le CR depuis qu'il a été mandaté, il y a plus de 26 ans, pour s'occuper de ces questions. Monsieur le Président, la majorité des membres ont estimé que les termes de la décision 104 EX/3.3 du Conseil exécutif demeuraient d'une manière générale, satisfaisants, tout en reconnaissant que des améliorations pourraient leur être apportées. Ils ont identifié différentes mesures à cet effet, notamment quant au rôle du Directeur général qui, pour certains membres, est essentiel dans cette procédure.

1.3 Monsieur le Président, le Comité est convenu de poursuivre l'examen des questions identifiées pendant la discussion en ce qui concerne ses méthodes de travail dans le cadre de son double mandat. Une proposition a été faite de créer un groupe de travail intersessionnel qui examinerait ces questions. Le Comité a jugé préférable de demander au Conseil de lui accorder un jour supplémentaire à la prochaine session afin qu'il puisse poursuivre l'examen de ses méthodes de travail. Cette demande figure dans le projet de décision qui vous est soumis au paragraphe 15 du rapport écrit et que vous souhaitez sans doute adopter. Je vous remercie, Monsieur le Président.

2. El Sr. LÓPEZ DEL AMO (Cuba), tras dar las gracias al Presidente del Comité de Convenciones y Recomendaciones por haber solicitado la inscripción de este punto en el orden del día, se congratula por la amplia gama de temas tratados por el Comité y las propuestas formuladas. Con respecto al proyecto de decisión propuesto en el párrafo 15 del documento 170 EX/39, estima positivo que se prevea seguir discutiendo en el futuro la problemática planteada y pide al Presidente del Comité que aclare cuáles son el significado y la finalidad de la referencia a la "cooperación del

Comité con otros órganos de derechos humanos de las Naciones Unidas” que figura en el inciso iii) del apartado b) del párrafo 5 de dicho proyecto de decisión.

(2) M. LÓPEZ DEL AMO (Cuba), remerciant le Président du Comité sur les conventions et recommandations pour avoir demandé l'inscription de ce point à l'ordre du jour, se félicite du large éventail des questions dont le Comité a traité et des propositions qu'il a formulées. Il estime positif que le projet de décision proposé au paragraphe 15 du document 170 EX/39 prévoit la poursuite de l'examen des problèmes soulevés et il demande au Président du Comité de préciser le sens et l'objet de la mention de "la coopération entre le Comité et les autres organes des Nations Unies compétents en matière de droits de l'homme", à l'alinéa (b) (iii) du paragraphe 5 du projet de décision.

3. Mr HEPBURN (Bahamas) (Chairman of the Committee on Conventions and Recommendations) said that the issue had been raised frequently during the discussions in the Committee, and the view had been expressed that certain cases brought to the attention of the Committee should be dealt with elsewhere. In keeping with the position expressed in 104 EX/Decision 3.3, the Committee felt that it would be useful to correspond with other organizations in the international community to obtain as much information as possible.

4.1 M. LÊ (Viet Nam) se félicite de la conduite des travaux du Comité. Estimant qu'il existe des chevauchements entre les travaux du Comité sur les conventions et recommandations et ceux du Comité des droits de l'homme qui siège à Genève, il se réjouit que le premier ait entrepris de revoir ses méthodes de travail et l'encourage à poursuivre dans ce sens.

4.2 A cet égard, le Comité devrait vérifier avec plus de rigueur l'origine des communications présentées : des informations qui ne sont pas dignes de foi sont en effet reproduites en plusieurs endroits de son rapport confidentiel. M. Lê propose donc de modifier le projet de décision en insérant les mots "des sources" entre "la sélection" et "des communications" au premier point de l'alinéa (b) du paragraphe 5. Le Viet Nam s'interroge par ailleurs sur la nature exacte des informations que le Comité attend des gouvernements concernés.

5. El Sr. LÓPEZ DEL AMO (Cuba), tras agradecer la explicación suministrada por el Presidente del Comité, expresa su acuerdo con lo dicho por el representante de Viet Nam y señala la existencia de una duplicación inútil de tareas al respecto. En efecto –dice– dos de los casos presentados al Comité en relación con Cuba ya se han sometido a otros órganos competentes en materia de derechos humanos en Ginebra. De ahí que Cuba haya sostenido siempre la posición de que todo aquello que entre en el ámbito de la Decisión 104 EX/3.3 debe transferirse de la UNESCO a esos órganos. Agrega que, si bien Cuba no es miembro del Comité de Convenciones y Recomendaciones, tiene la intención de transmitir por conducto del Presidente del Comité los criterios que mantiene a este respecto, con vistas a que se examinen en la próxima reunión de este órgano. A continuación, señala que no acierta a comprender por qué motivo en el inciso v) del apartado b) del párrafo 5 del proyecto de decisión propuesto se hace referencia al papel tanto del Director General como del Presidente del Comité, en el marco del procedimiento previsto en la Decisión 104 EX/3.3. En efecto, por un lado, la función del Presidente del Comité es exclusivamente la de un responsable de un órgano subsidiario del Consejo Ejecutivo, que debe limitarse a realizar su trabajo y someter el correspondiente informe al examen del Consejo, y por otro lado, el papel del Director General está definido en la Constitución de la UNESCO, por lo cual no es evidente que se deba asignar al Presidente del Comité una función distinta de la que desempeña actualmente. Como no es deseable que haya una duplicación inútil entre las funciones del Presidente de un órgano subsidiario del Consejo y las del Director General, Cuba estima que el susodicho inciso v) del proyecto de decisión no es pertinente, ya que en todo caso el Director General es el único que tiene un papel que desempeñar en la aplicación de la Decisión 104 EX/3.3.

(5) M. LÓPEZ DEL AMO (Cuba), remerciant le Président du Comité de ses explications, souscrit aux remarques du représentant du Viet Nam et souligne l'existence d'un inutile chevauchement des travaux dans ce domaine. En effet, deux des cas dont le Comité a été saisi au sujet de Cuba avaient déjà été soumis à d'autres organes compétents en matière de droits de l'homme à Genève. C'est pourquoi Cuba a toujours soutenu que toutes les questions relevant de l'application de la décision 104 EX/3.3 doivent être transférées de l'UNESCO à ces organes. Bien que n'étant pas membre du Comité sur les conventions et recommandations, Cuba a l'intention de communiquer à celui-ci, par l'entremise de son Président, les critères qu'il préconise à cet égard afin que le Comité les examine à sa prochaine session. M. López del Amo ne comprend pas pourquoi, à l'alinéa (b) (v) du paragraphe 5 du projet de décision proposé, il est fait mention du rôle tant du Directeur général que du Président du Comité dans le cadre de la procédure instituée par la décision 104 EX/3.3. Il fait valoir, d'une part, que les fonctions du Président du Comité sont exclusivement celles d'un responsable d'un organe subsidiaire du Conseil exécutif, qui doit se borner à faire son travail et à soumettre le rapport en résultant à l'examen du Conseil et, d'autre part, que le rôle du Directeur général est défini dans l'Acte constitutif de l'UNESCO ; il n'est donc pas évident qu'il faille assigner au Président du Comité des fonctions distinctes de celles dont il s'acquitte déjà. Attendu qu'il n'est pas souhaitable que les fonctions du président d'un organe subsidiaire du Conseil fassent inutilement double emploi avec celles du Directeur général, Cuba estime que l'alinéa susmentionné du projet de décision n'est pas pertinent car le Directeur général est dans tous les cas la seule personne qui ait un rôle à jouer dans l'application de la décision 104 EX/3.3.

6. Mr HEPBURN (Bahamas) (Chairman of the Committee on Conventions and Recommendations) thanked Viet Nam and Cuba for their comments. The main purpose of subparagraphs 5(a) and (b) was to put forward suggestions for discussion at future sessions. The points raised could not receive a complete answer at the present time. In regard to the comments by Cuba, he perceived no overlap in subparagraph 5 (b)(v) regarding the role of the Director-General. Clearly, the Director-General was responsible for what happened in UNESCO, but the discussion regarding the role of the Committee's Chairman was directed towards the future. There might be cases when the Chairman, or indeed anyone else, might be able to help by making overtures, or by engaging in friendly dialogue. There was no intention to give the Chairman a special role or to have him compete with the Director-General. He stressed that all such matters would be discussed in future sessions, and hoped that his assurances would satisfy Viet Nam and Cuba at the present stage.

7. The CHAIRMAN drew attention to the word "continue" in the first line of paragraph 5 of the draft decision, which implied that anyone in the Committee or outside could raise any point and prompt an exhaustive discussion. In his view, that made the proposed amendment by Viet Nam unnecessary. The text offered an open, not a restricted, list of suggestions.

8. Ms MOSEROVÁ (Czech Republic) said that the report reflected exactly what had been discussed and agreed in the Committee.

9. Mr SATO (Japan) expressed his appreciation for the sincere deliberations in the Committee and said that he respected their outcome. However, the issue was closely related to discussions in the Working Group on the three organs, which were focusing on their governance and would clearly cover the organization and management of subsidiary bodies. It was therefore important that Members should continue to reflect on the issues concerned.

10. Ms MUKHERJEE (India) confirmed the remark by the Chairman of the Committee that the various points under subparagraph 5(b) had not been discussed in the Committee, but were simply suggestions. In her view, the concerns of Viet Nam would be covered by 5(b)(ii), under which the Committee would discuss the application of criteria for admissibility, which would take account of the important point made regarding the source of the communication.

11. Г-н КАЛАМАНОВ (Российская Федерация) поддерживает представителя Японии. Он обращает внимание на различие между обсуждением данного вопроса на заседаниях Комитета и тем, как этот вопрос будет обсуждаться на специальном совещании, которое состоится в период с 18 по 22 октября с.г., имея в виду, что оно будет носить более представительный характер. Он также высказывается за обсуждение вопроса о функционировании трех главных органов Организации с участием широкого круга представителей государств-членов.

(11) M. KALAMANOV (Fédération de Russie) appuie le représentant du Japon. Il appelle l'attention du Conseil sur la différence qu'il y a entre l'examen d'une question au sein du Comité et l'examen de cette même question dans le cadre de la consultation spéciale qui aura lieu du 18 au 22 octobre, compte tenu du fait que cette dernière sera plus représentative. Il se déclare également favorable à la participation d'un grand nombre de représentants des États membres lors de l'examen de la question du fonctionnement des trois principaux organes de l'Organisation.

12. 张学忠先生（中国）对公约与建议委员会主席的工作表示赞赏。他同意越南、古巴、印度和日本代表的意见，特别认为日本代表的意见对本组织是至关重要的。执行局三个机构的改革不能讲空话，而要采取实际行动。公约与建议委员会的改革则应朝着这一目标进行，本组织的改革要从领导机构做起，执行局应起带头作用。

(12) M. ZHANG Xuezhong (Chine) félicite le Président du Comité sur les conventions et recommandations pour la manière dont il conduit les travaux. Il s'associe aux vues exprimées par les représentants du Viet Nam, de Cuba et de l'Inde et juge les propositions du Japon particulièrement pertinentes en ce qui concerne l'Organisation. S'agissant de la réforme des trois organes du Conseil exécutif, il importe de ne pas se contenter de paroles creuses, mais de prendre des mesures concrètes. C'est dans ce sens que doit aller la réforme du Comité sur les conventions et recommandations. Si l'on veut réformer l'Organisation, il faut commencer par réformer ses organes directeurs, et le Conseil exécutif se doit donc de donner l'exemple.

13. Mr VARGAS (Brazil) emphasized that the Committee had simply listed themes that it had agreed to study at its next session. Regarding the point raised by Japan and others, he did not see how what was going to be decided or suggested after the current session could influence the present discussion concerning the Committee's report. No one could anticipate what the Working Group on the three organs would say. The Committee would have its report at the next session, and the Board could then decide in the light of its contents.

14. Mr RACHMAN (Indonesia) commended the productive work of the Committee, but expressed his concern at the issues raised by Cuba and Viet Nam, which would have to be taken into account. He welcomed the use of the word "continue" in the first line of paragraph 5 of the draft decision, which left the questions raised open. In regard to the point raised by Viet Nam concerning the Committee's terms of reference in paragraph 5(b), he proposed an amendment to paragraph 5(b)(i) where, after the word "communications", the words "based especially on the

credibility of the source” should be added, because it was not only Viet Nam, but all Member States, that were affected.

15. La Sra. LUX de COTÍ (Guatemala), tras agradecer al Presidente del Comité el haber recogido y sistematizado cabalmente en su informe las discusiones que tuvieron lugar en el seno de éste, coincide con las preocupaciones expresadas por otros representantes con respecto al párrafo 5 del proyecto de decisión. Agrega que es obvia la necesidad de proseguir el examen de los métodos de trabajo del Comité y señala que con respecto a la “selección de las comunicaciones” (inciso i) del apartado b) del párrafo 5 del proyecto de decisión en cuestión), está de acuerdo con la posición de Indonesia, ya que es preciso diferenciar la selección propiamente dicha de la fuente de procedencia de las comunicaciones.

(15) Mme LUX de COTÍ (Guatemala), remerciant le Président du Comité d'avoir parfaitement résumé et présenté de manière ordonnée dans son rapport les débats qui ont eu lieu au sein du Comité, souscrit aux préoccupations exprimées par d'autres représentants concernant le paragraphe 5 du projet de décision. Ajoutant que la nécessité de poursuivre l'examen des méthodes de travail du Comité est évidente, elle dit adhérer à la position exprimée par l'Indonésie concernant la "sélection des communications" mentionnée à l'alinéa (b) (i) de ce paragraphe du projet de décision car il faut distinguer la sélection proprement dite de la question des sources des communications.

16. The CHAIRMAN regretted that discussion appeared to have been opened on a subject that had been extensively discussed in the Committee. He reminded Members that they were always free to submit their proposals to the Working Group on the relations between the three organs of UNESCO.

17. Mr HEPBURN (Bahamas) (Chairman of the Committee on Conventions and Recommendations) said he had been heartened by all the concerns raised. There had never been a full in-depth study of the Committee's working methods, although it had dealt with certain issues in most sessions. It was the first time that the Committee had looked at the subject as a whole, basing itself on the concerns expressed by many Members. Their contributions would provide material for later discussions. In regard to the amendment proposed by Indonesia, he felt that it was not the place for such a view. Indonesia's point was well taken, but it did not need to be tabled as an amendment. It would certainly be taken into account in future discussions, and he hoped that Indonesia would accept that assurance. He concluded by reiterating his appeal to Members to submit their views to the Working Group on the three organs of UNESCO.

18. The CHAIRMAN said that all comments would be reflected in the summary records and would be taken into account by the Committee at its next meeting and by the Working Group.

19. El Sr. LÓPEZ DEL AMO (Cuba) pide que, en la próxima reunión en la que el Comité de Convenciones y Recomendaciones examine sus métodos de trabajo, se estudie también la relación entre este Comité y el Comité Jurídico. Recuerda al respecto que, por una parte, es de la incumbencia de la Conferencia General adoptar las convenciones y recomendaciones y examinar el informe correspondiente, y que, por otra parte, el párrafo 2 del Artículo 37 del Reglamento de la Conferencia General dispone que el Comité Jurídico ha de examinar “los informes sobre las convenciones y recomendaciones que le remita la Conferencia General”. Estima pues que merece la pena examinar esta cuestión para saber si no se da una duplicación inútil entre las funciones que la Constitución de la UNESCO asigna al Comité Jurídico y las que desempeña ese órgano subsidiario del Consejo Ejecutivo que es el Comité de Convenciones y Recomendaciones.

(19) M. LÓPEZ DEL AMO (Cuba) demande qu'à la prochaine session où le Comité sur les conventions et recommandations se penchera sur ses méthodes de travail, la relation entre ce comité et le Comité juridique soit également examinée. Il rappelle, d'une part, qu'il appartient à la Conférence générale d'adopter les conventions et recommandations et d'examiner le rapport y relatif et, d'autre part, que le paragraphe 2 de l'article 37 du Règlement intérieur de la Conférence générale dispose que le Comité juridique examine "les rapports sur les conventions et recommandations qui lui sont transmis par la Conférence générale". Il estime en conséquence qu'il vaut la peine d'examiner cette question pour déterminer s'il n'existe pas un inutile chevauchement entre les fonctions que l'Acte constitutif assigne au Comité juridique et celles que remplit cet organe subsidiaire du Conseil exécutif qu'est le Comité sur les conventions et recommandations.

20. Mr RACHMAN (Indonesia) accepted the suggestion made by the Chairman of the Committee.

21. The CHAIRMAN took it that the Board wished to adopt the draft decision contained in paragraph 15 of document 170 EX/39 as it stood.

22. It was so decided.

Item 6.3 ORGANIZATION OF THE SEVENTH CONSULTATION OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND THE RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION (1960) (170 EX/16)

Decision in paragraph 25 of document 170 EX/39

23.1 El Sr. HEPBURN (Bahamas) (Presidente del Comité de Convenciones y Recomendaciones) *in extenso*:

Señor Presidente, la sesión matutina del viernes 1º de octubre fue dedicada al examen del punto 6.3 del orden del día del Consejo Ejecutivo sobre la organización de la séptima consulta de los Estados Miembros sobre la aplicación de la Convención y la Recomendación relativas a la lucha contra las discriminaciones en la esfera de la enseñanza (1960). Durante el debate, los miembros del Comité expresaron su preocupación por el bajo nivel de ratificaciones de la Convención y pusieron de relieve la necesidad de efectuar una campaña de sensibilización en pro de su ratificación. Los miembros reconocieron que la Convención es un pilar fundamental del proceso de la Educación para Todos (EPT). El Comité hizo hincapié en el principio de la igualdad de oportunidades educativas y en la necesidad de hacer que la educación sea accesible a los marginados y los pobres de la población de los Estados Miembros. Los miembros del Comité apreciaron las directrices elaboradas para la preparación de informes sobre la aplicación de la Convención, recogidas en el anexo del documento 170 EX/16. Sin embargo, el Comité recalcó la necesidad de perfeccionarlas con vistas a incluir, entre otras cosas, indicadores cuantitativos. Por esta razón, el Comité decidió que la comunicación de los resultados de la séptima consulta se aplazase hasta la 34ª reunión de la Conferencia General en 2007. Se invita al Consejo Ejecutivo a que adopte el proyecto de decisión sobre esta cuestión, que figura en el párrafo 25 del documento 170 EX/39.

(23.1) M. HEPBURN (Bahamas) (Président du Comité sur les conventions et recommandations) *in extenso* (traduit de l'espagnol) :

Monsieur le Président, la séance du matin du vendredi 1er octobre a été consacrée à l'examen du point 6.3 de l'ordre du jour du Conseil exécutif, relatif à l'organisation de la septième Consultation des États membres sur l'application de la Convention et de la Recommandation concernant la lutte contre la discrimination dans le domaine de

l'enseignement (1960). Au cours du débat, les membres du Comité ont fait part de leurs préoccupations face au faible taux de ratification de la Convention et ont souligné la nécessité de mener une campagne de sensibilisation en faveur de la ratification. Ils ont reconnu que la Convention constituait une pierre angulaire du processus de l'Education pour tous (EPT). Le Comité a insisté sur le principe de l'égalité des chances en ce qui concerne l'éducation et sur la nécessité de rendre celle-ci accessible aux groupes de population marginalisés et pauvres des États membres. Les membres du Comité se sont félicités des principes directeurs, annexés au document 170 EX/16, qui avaient été élaborés pour l'établissement des rapports sur l'application de la Convention. Ils ont néanmoins souligné la nécessité de les améliorer en y faisant mention, entre autres, d'indicateurs quantitatifs. En conséquence, le Comité a décidé que la présentation des résultats de la septième Consultation devrait être reportée à la 34^e session de la Conférence générale, en 2007. Le Conseil exécutif est invité à adopter le projet de décision sur ce point, qui figure au paragraphe 25 du document 170 EX/39.

(The speaker continued in English)

23.2 Mr Chairman, I would like to thank all the members of the CR Committee who, with understanding, accomplished our task. I should like to express my warm thanks, on behalf of the Committee, to Mr José Israel Vargas, the Temporary Chairman. I also wish to thank Mr Yusuf, the Legal Adviser and representative of the Director-General, and the Secretary, Ms Beatrice Dupuy, assisted by Mr Guillermo Trasancos, Ms Lucia Cavicchioli, Ms Riham Hazboun and Mr Olivier da Silva, who made it possible for the Committee to accomplish its tasks quickly and efficiently. Finally, Mr Chairman, I wish to thank Mr Kishore Singh, from the Education Sector, for his great help and his comprehensive report to the Committee, and also the interpreters, translators and other support staff whose patience, experience and savoir-faire helped us to complete our work in a timely manner. Thank you, Mr Chairman.

24. El Sr. LÓPEZ DEL AMO (Cuba), tras felicitar una vez más al Presidente y a los miembros del Comité de Convenciones y Recomendaciones por sus trabajos relativos a la organización de la séptima consulta de los Estados Miembros sobre la aplicación de la Convención y la Recomendación relativas a la lucha contra las discriminaciones en la esfera de la enseñanza, encomia la excelente labor realizada a este respecto por el Sr. Yusuf, Asesor Jurídico de la Organización. El orador estima razonable que la presentación del informe analítico se posponga a la 34^a reunión de la Conferencia General que tendrá lugar en 2007, ya que así se dispondrá de tiempo suficiente para hacer una valoración mucho mejor. Estima sumamente acertada y útil la propuesta de apoyarse en las Comisiones Nacionales para la UNESCO para realizar esta tarea, y señala que se debe recurrir también a las oficinas fuera de la Sede para que trabajen con los gobiernos de los países ante los que están acreditadas. De esta manera, dice, la Secretaría no sólo estará en condiciones de recoger los datos necesarios para preparar con mayor facilidad el informe correspondiente, sino que además se evitará la celebración de seminarios y talleres regionales, economizándose así los pocos recursos de que se dispone para la ejecución de los programas e incrementándose la eficacia.

(24) M. LÓPEZ DEL AMO (Cuba), félicitant une nouvelle fois le Président et les membres du Comité sur les conventions et recommandations pour leurs travaux relatifs à l'organisation de la septième Consultation des États membres sur l'application de la Convention et de la Recommandation concernant la lutte contre la discrimination dans le domaine de l'enseignement, salue l'excellent travail réalisé à cet égard par M. Yusuf, conseiller juridique de l'Organisation. Il estime raisonnable de reporter la présentation du rapport analytique à la 34^e session de la Conférence générale, en 2007, car cela laissera le temps de procéder à une évaluation beaucoup plus affinée. Il juge extrêmement judicieuse

et utile la proposition de s'appuyer sur les commissions nationales pour l'UNESCO pour accomplir cette tâche et signale qu'il faut également faire appel aux bureaux hors Siège de telle sorte que ceux-ci travaillent avec les gouvernements des pays auprès desquels ils sont accrédités. Le Secrétariat sera ainsi en mesure de collecter les données qui sont nécessaires pour faciliter l'établissement du rapport et l'on évitera en outre de devoir organiser des séminaires et ateliers régionaux, ce qui permettra d'économiser les maigres ressources disponibles pour l'exécution des programmes et d'améliorer l'efficacité.

25. The CHAIRMAN took it that the Board wished to adopt the draft decision contained in paragraph 25 of document 170 EX/39.

26. It was so decided.

RAPPORT ET PROJETS DE DECISION RECOMMANDES PAR LA COMMISSION FINANCIERE ET ADMINISTRATIVE (170 EX/42 Parties I et II)

Point **3.1** RAPPORT DU DIRECTEUR GENERAL SUR L'EXECUTION DU PROGRAMME ADOPTE PAR LA CONFERENCE GENERALE (170 EX/4 Partie II (*ajustements budgétaires et tableau de bord*), 170 EX/INF.3 et 170 EX/INF.4)

Projet de décision figurant au paragraphe 2 du document 170 EX/42 Partie I

Point **3.2** RAPPORT DU DIRECTEUR GÉNÉRAL SUR LE SUIVI DES DÉCISIONS ET RÉOLUTIONS ADOPTÉES PAR LE CONSEIL EXÉCUTIF ET LA CONFÉRENCE GÉNÉRALE À LEURS SESSIONS ANTÉRIEURES (170 EX/5 Partie II, Section 1 (*politique du personnel*), 170 EX/INF.3 et 170 EX/INF.4)

Projet de décision figurant au paragraphe 3 du document 170 EX/42 Partie I

Point **3.3** RAPPORT DU DIRECTEUR GÉNÉRAL SUR L'EXÉCUTION DU PROGRAMME ET BUDGET AU COURS DE L'EXERCICE PRÉCÉDENT (2002-2003 - 33 C/3) (*aspects administratifs et financiers*) (170 EX/6)

Projet de décision figurant au paragraphe 4 du document 170 EX/42 Partie I

Point **3.4.1** RAPPORT DU DIRECTEUR GÉNÉRAL SUR LES MODALITÉS DE MISE EN ŒUVRE D'UNE COOPÉRATION ET D'UNE SOLIDARITÉ SUD-SUD DANS LE DOMAINE DE L'ÉDUCATION ET SUR L'ÉTUDE DE FAISABILITÉ RELATIVE À LA CRÉATION D'UN FONDS À CET EFFET (*aspects administratifs et financiers*) (170 EX/7 Rev.)

Projet de décision figurant au paragraphe 5 du document 170 EX/42 Partie I

Point **3.6.2** *KITÂB FÎ JARÎDA* SOUS L'ÉGIDE DU PLAN ARABIA (*aspects administratifs et financiers*) (170 EX/11 Rev.)

Projet de décision figurant au paragraphe 6 du document 170 EX/42 Partie I

Point **3.6.3** RÉSEAUX DE VILLES CRÉATRICES AU SEIN DE L'ALLIANCE GLOBALE POUR LA DIVERSITÉ CULTURELLE (*aspects administratifs et financiers*) (170 EX/18 et Rev. (français et espagnol seulement))

Projet de décision figurant au paragraphe 7 du document 170 EX/42 Partie I

Point **7.2** RAPPORT DU DIRECTEUR GÉNÉRAL SUR L'ÉTAT DES CONTRIBUTIONS DES ÉTATS MEMBRES ET DES PLANS DE PAIEMENT (170 EX/20 et Add. et Corr.)

Projet de décision figurant au paragraphe 8 du document 170 EX/42 Partie I

Point **7.3** RÈGLEMENTS FINANCIERS PARTICULIERS PRÉSENTÉS CONFORMÉMENT À L'ARTICLE 6.7 DU RÈGLEMENT FINANCIER DE L'UNESCO (170 EX/21 et Corr.)

Projet de décision figurant au paragraphe 9 du document 170 EX/42 Partie I

Point **7.4** RAPPORT FINANCIER ET ÉTATS FINANCIERS VÉRIFIÉS DE L'UNESCO POUR L'EXERCICE CLOS LE 31 DÉCEMBRE 2003 ET RAPPORT DE LA COMMISSAIRE AUX COMPTES (170 EX/22 et Add. et Corr. (toutes langues sauf le français))

Projet de décision figurant au paragraphe 10 du document 170 EX/42 Partie I

Point **7.5** RAPPORT DU DIRECTEUR GÉNÉRAL SUR LA RÉPARTITION GÉOGRAPHIQUE DU PERSONNEL DU SECRÉTARIAT (170 EX/23)

Projet de décision figurant au paragraphe 11 du document 170 EX/42 Partie I

Point **7.6** RAPPORT DU DIRECTEUR GÉNÉRAL SUR LA MISE EN ŒUVRE DU PROGRAMME DE PARTICIPATION ET DE L'AIDE D'URGENCE (170 EX/24 et Add.)

Point **7.7** RAPPORT DU DIRECTEUR GÉNÉRAL, EN COOPÉRATION AVEC LE COMITÉ DU SIÈGE, SUR LA GESTION DE L'ENSEMBLE DES BÂTIMENTS DE L'UNESCO (170 EX/25)

Projet de décision figurant au paragraphe 13 du document 170 EX/42 Partie I

Point **7.8** RAPPORT DU DIRECTEUR GÉNÉRAL SUR LE RENFORCEMENT DE LA SÉCURITÉ DES BÂTIMENTS DE L'UNESCO DANS LE MONDE (170 EX/26)

Projet de décision figurant au paragraphe 14 du document 170 EX/42 Partie I

Point **7.9** PROJET DE STATUTS DU COMITÉ CONSULTATIF POUR LES ŒUVRES D'ART (*aspects administratifs et financiers*) (170 EX/27 et Corr.)

Point **4.1** PROPOSITIONS PRÉLIMINAIRES DU DIRECTEUR GÉNÉRAL CONCERNANT LE PROJET DE PROGRAMME ET DE BUDGET POUR 2006-2007 (33 C/5) (170 EX/12 Partie III, 170 EX/INF.3, 170 EX/INF.4 et 170 EX/INF.8)

Point 7.1 RAPPORT DU DIRECTEUR GÉNÉRAL SUR UNE ÉTUDE RELATIVE À LA GESTION DES FINANCES ET DE LA TRÉSORERIE EN CE QUI CONCERNE LE VERSEMENT DES CONTRIBUTIONS, LES SOLDES BUDGÉTAIRES NON DÉPENSÉS, LE MÉCANISME DU REPORT, LE FONDS DE ROULEMENT, LES ENGAGEMENTS NON RÉGLÉS, LES RECETTES DIVERSES ET D'AUTRES QUESTIONS (170 EX/19)

Projet de décision figurant au paragraphe 3 du document 170 EX/42 Partie II

Point 9.5 UN PROGRAMME POUR LES LANGUES À L'UNESCO
(*aspects administratifs et financiers*) (170 EX/17)

Projet de décision figurant au paragraphe 4 du document 170 EX/42 Partie II

27.1 M. BEDJAOUI (Algérie) (Président de la Commission financière et administrative)
in extenso :

Monsieur le Président du Conseil exécutif, j'ai plaisir à me présenter aujourd'hui devant la plénière pour faire rapport sur les travaux de la Commission financière et administrative de la 170e session du Conseil exécutif, que j'ai l'honneur de présider. Suivant l'ordre du jour approuvé par le Conseil exécutif à sa première séance plénière, le 4 octobre dernier, dix-sept points ont été examinés par la Commission financière et administrative, qui a tenu sept sessions pour ce faire, du jeudi 7 au mardi 12 octobre au matin. En application de l'article 16.2 du Règlement intérieur du Conseil exécutif, la Commission, à sa première session, a élu M. H. Alamri (Yémen) président temporaire. Je tiens à remercier ici ce dernier pour sa pleine disponibilité.

27.2 Vous me permettez à ce stade, Monsieur le Président, de rendre hommage à tous nos collègues pour leur participation active à nos débats et la grande qualité de leurs contributions. Je souhaiterais, par ailleurs, saluer d'emblée l'esprit de coopération et de mutuelle compréhension qui a prévalu au sein de la Commission tout au long de ses travaux et qui nous a permis de parvenir à un consensus sur tous les projets de décision qui vous sont recommandés dans le document 170 EX/42 Parties I et II. Les délibérations de la Commission ont en outre été très grandement facilitées, il faut le dire, par le travail effectué en amont par le Groupe d'experts des questions financières et administratives qui, conformément à son mandat, s'était réuni auparavant (du 29 septembre au 1er octobre) pour examiner, d'un point de vue bien entendu strictement technique et sous leurs aspects administratifs et financiers, les diverses questions inscrites à l'ordre du jour. Les vues du Groupe d'experts sur chacun des points considérés par la Commission ont constitué autant de jalons qui ont orienté nos délibérations vers l'essentiel, d'où un gain de temps et d'efficacité certain dans nos travaux. Nous leur en savons donc infiniment gré. Mes remerciements vont tout spécialement au Président du Groupe d'experts, M. Hosoya, dont la compétence et la sagesse n'ont pas peu contribué à un tel résultat. La contribution significative du Groupe d'experts dont je viens de porter témoignage ne nous a pas, pour autant, fait l'économie d'un débat approfondi sur chacun des points considérés par la Commission. La Commission a passé en revue tous les aspects administratifs et financiers des questions soumises à son appréciation pour parvenir, je le crois, à des projets de décision à la fois clairs et opérationnels. Lors de ses délibérations, la Commission a aussi bénéficié de la présence du représentant de la Commissaire aux comptes, qui a présenté le rapport de cette dernière pour l'exercice clos le 31 décembre 2003. Le représentant de la Commissaire aux comptes avait déjà pu intervenir dans les débats du Groupe d'experts, chaque fois qu'il y avait lieu.

27.3 La présentation détaillée que je vais faire consistera en un bref résumé des résultats de nos délibérations sur chacun des points de l'ordre du jour de la Commission financière et administrative. À l'issue de cette présentation, le Conseil souhaitera peut-être, sous votre autorité, Monsieur le Président, adopter globalement les projets de décision consignés dans le document 170 EX/42

Parties I et II, en application de l'article 47 de son Règlement intérieur. Si vous en êtes d'accord, Monsieur le Président, j'aborderai chacun des points qui ont été considérés par la Commission dans l'ordre où ils apparaissent dans le document 170 EX/42 qui est devant nous. Vous admettez toutefois une exception à cette façon de procéder dans les cas où les questions fondamentales que devait aborder la Commission étaient proches, sinon même identiques. C'est le cas des cinquième, sixième et septième points, dont je rendrai compte dans ma présentation détaillée et qui ont également été examinés par la Commission du programme et des relations extérieures.

27.4 Le point qui ouvrira donc ma présentation est le point **3.1** "Rapport du Directeur général sur l'exécution du programme adopté par la Conférence générale". Sous ce point, considérant les ajustements budgétaires et le tableau de bord, la Commission a procédé à un examen global de la situation budgétaire, le "Rapport sur les ajustements budgétaires" et le "Tableau de bord" - qui faisaient habituellement l'objet de deux présentations séparées au Conseil exécutif - ayant été regroupés en un seul document tout en demeurant bien entendu distincts. Monsieur le Président, la Commission a noté avec satisfaction que le taux de consommation des crédits du budget ordinaire comme des ressources extrabudgétaires était dans l'ensemble conforme aux objectifs correspondant à la période écoulée. Elle s'est en outre félicitée des améliorations apportées à la présentation des documents qui offrait, pour la première fois, une vision d'ensemble des fonds du budget ordinaire et des ressources extrabudgétaires par article budgétaire principal. Je tenais à le souligner. Eu égard à la place de plus en plus importante que tendent à prendre les ressources extrabudgétaires, la Commission a demandé au Directeur général de continuer à veiller à ce que les finalités pour lesquelles les contributions extrabudgétaires sont versées s'inscrivent dans les objectifs stratégiques et les priorités de programme de l'UNESCO. Cette question, ainsi que l'invitation faite au Directeur général, sont formulées dans le projet de décision qui figure au paragraphe 2 du document 170 EX/42 Partie I.

27.5 J'en viens à présent au point **3.2** "Rapport du Directeur général sur le suivi des décisions et résolutions adoptées par le Conseil exécutif et la Conférence générale à leurs sessions antérieures". Le document examiné par la Commission sous ce point (document 170 EX/5 Partie II) comporte deux parties. La première se rapporte à la "Politique du personnel" et la seconde traite de "l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique" à Addis-Abeba. La section I du document se présente en deux parties ayant pour objet, l'une les engagements de durée limitée et l'autre le rapport intérimaire du Directeur général sur la stratégie à moyen et long terme relative à la dotation en personnel. La Commission est d'avis que le système des engagements de durée limitée s'est révélé être un outil souple et avantageux à maints égards pour répondre aux besoins en personnel opérationnel recruté pour le moyen terme. Elle en recommande donc le maintien et souscrit à la proposition du Directeur général d'en étendre l'application au niveau local. Bien que les postes des titulaires d'engagements de durée limitée ne soient pas inclus dans l'assiette des postes soumis à la répartition géographique, la Commission a cependant observé qu'il conviendrait de continuer de garder à l'esprit les principes de recrutement applicables, notamment, à la répartition géographique et à l'équilibre entre hommes et femmes. En ce qui concerne la stratégie à moyen et long terme relative à la dotation en personnel, la Commission a pris note du travail réalisé à ce jour et en a demandé la poursuite dans la perspective du prochain examen de la stratégie à sa 171^e session. Le projet de décision recommandé par la Commission concernant la première partie du document 170 EX/5 Partie II figure au paragraphe 3 du document 170 EX/42 Partie I. S'agissant de l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique, la Commission a pris note sans débat des mesures arrêtées par le Directeur général en vue du renforcement de l'Institut.

27.6 J'en viens maintenant au point **3.3** "Rapport du Directeur général sur l'exécution du Programme et budget au cours de l'exercice précédent (2002-2003 - 33 C/3)". La Commission a

salué non seulement l'économie générale du document, mais aussi l'amélioration notable de la qualité de son contenu. La Commission a été d'avis, dans son ensemble, que les progrès constatés avec cette nouvelle présentation du document C/3, plus analytique et davantage axée sur les résultats, placent le Secrétariat sur la bonne voie pour faire de ce document un outil de décision utile pour les organes directeurs et un instrument efficace de gestion et d'aide à la programmation pour le Secrétariat. En rendant possible la prise en compte du C/3 lors du processus de programmation en cours pour l'exercice 2006-2007, la publication du rapport plus tôt qu'à l'accoutumée en a renforcé le rôle, même si des progrès dans ce domaine restent encore à faire. Certains membres de la Commission ont par ailleurs relevé une tendance à énumérer des activités plutôt que des résultats et ont souligné la nécessité de mesurer l'impact des activités de l'UNESCO. Afin de favoriser une orientation plus marquée vers la mesure de ces résultats, il a été alors suggéré que tant le Secrétariat que le Conseil exécutif s'efforcent d'articuler plus clairement la vision et les objectifs de l'UNESCO. Le projet de décision recommandé par la Commission a été transmis à la Commission du Programme et des relations extérieures, qui vous fera ultérieurement rapport sur le sujet.

27.7 Je passe maintenant au point **3.4.1** "Rapport du Directeur général sur les modalités de mise en œuvre d'une coopération et d'une solidarité Sud-Sud dans le domaine de l'éducation et sur l'étude de faisabilité relative à la création d'un fonds à cet effet". À l'issue de son examen de ce point, la Commission a estimé que la création d'un fonds spécifique pour la coopération Sud-Sud dans le domaine de l'éducation ne serait malheureusement pas viable car ce fonds aurait peu de chance d'attirer des contributions significatives de la part de donateurs. Par contre, la Commission s'est déclarée d'accord avec les propositions du Directeur général qui visent à renforcer plutôt les modalités et les mécanismes de financement existants en vue de développer la coopération Sud-Sud. À cet égard, elle a encouragé le Secrétariat à développer la coopération triangulaire en tant que variante des modes de coopération Sud-Sud et à recourir davantage à des consultants du Sud dans la mise en œuvre des activités de notre Organisation. Ces recommandations apparaissent dans le projet de décision qui a été transmis à la Commission du programme et des relations extérieures.

27.8 J'en viens maintenant au point **3.6.2** "*Kitâb fi Jarîda* sous l'égide du Plan Arabia". Comme vous vous en souviendrez, chers collègues, ce point a été inscrit à l'ordre du jour de cette session du Conseil à la demande du Koweït. La proposition du Koweït a trait au grand projet culturel arabe, *Kitâb fi Jarîda*, destiné à mieux faire connaître la littérature arabe au sein du monde arabe. Ce projet, initialement lancé par l'UNESCO en 1996, est devenu un projet indépendant, doté d'une réelle autonomie, en janvier 2003. La proposition du Koweït vise à placer *Kitâb fi Jarîda* sous l'égide du Plan Arabia dont l'objectif est de promouvoir la connaissance du monde arabe dans le cadre du dialogue entre la culture arabe et les autres cultures et civilisations. Eu égard aux objectifs distincts de ces deux entreprises, la Commission n'a pas jugé cette proposition opportune. Tel est le sens du projet de décision que la Commission a formulé, puis transmis par la suite à la Commission du programme et des relations extérieures. Se référant, par ailleurs, au fait que ce projet a été géré par l'UNESCO dans le passé, la Commission a rappelé le principe selon lequel les déficits occasionnés par des projets extrabudgétaires ne pouvaient être couverts par le budget ordinaire de l'UNESCO, ce dont il a été pris bonne note.

27.9 Je passe ensuite au point **3.6.3** "Réseaux de villes créatrices au sein de l'Alliance globale pour la diversité culturelle". Cette question a été inscrite à l'ordre du jour de la présente session du Conseil à la demande du Royaume-Uni de Grande-Bretagne et d'Irlande du Nord. L'objet de la proposition considérée est le lancement d'un réseau international de villes créatrices dans le cadre de l'Alliance globale de l'UNESCO pour la diversité culturelle. Le représentant du Directeur général a indiqué que cette proposition, s'agissant de ses aspects administratifs et financiers, n'aurait pour l'UNESCO aucune incidence, ni financière ni en termes de ressources humaines. Au terme de nos discussions, le projet de décision proposé par notre Commission a été communiqué à la

Commission du programme et des relations extérieures avant que celle-ci procède à son propre examen de ce point.

27.10 Je vais aborder maintenant, Monsieur le Président, le point **9.5** "Un programme pour les langues à l'UNESCO", qui est traité dans la Partie II du document 170 EX/42. Ce point a été ajouté à l'ordre du jour de cette session du Conseil exécutif à la demande de l'Islande. La proposition considérée vise à assigner une place plus importante à la sauvegarde et à la promotion des langues dans tous les domaines de compétence de l'UNESCO. Après avoir engagé la discussion sur ce point, la Commission a estimé qu'il serait plus avisé, avant d'émettre un avis sur les incidences administratives et budgétaires de cette proposition, de la transmettre à la Commission du programme et des relations extérieures pour examen préalable. Le projet de décision que nous a ultérieurement transmis cette commission ne comportant aucune incidence immédiate de nature administrative ou financière, la Commission FA l'a adopté sans modification. Le Président de la Commission du programme et des relations extérieures vous rendra compte, très certainement, des questions de fond qui sont abordées dans cette décision, notamment de la demande faite au Directeur général de tenir compte des besoins liés à une stratégie d'ensemble pour un programme intersectoriel pour les langues à l'UNESCO dans le prochain Programme et budget. Monsieur le Président, je souhaiterais, à ce moment de mon rapport, appeler l'attention de cette assemblée plénière sur les trois points dont je viens de parler, à savoir les points **3.6.2**, **3.6.3** et **9.5**. Sur tous ces points, la Commission s'est attachée à s'assurer que les propositions considérées n'auraient aucune incidence administrative, budgétaire ni juridique pour l'UNESCO. À cet égard, vous me permettrez de faire état, en ce qui concerne les questions inscrites à l'ordre du jour du Conseil à l'initiative d'États membres, du souhait de la Commission FA de les voir accompagnées, à l'avenir, et pour le bon ordre, d'une analyse et d'un avis du Secrétariat quant à leurs conséquences budgétaires, administratives ou juridiques et quant à leurs incidences pour les programmes déjà existants.

27.11 Nous en arrivons maintenant au point le plus important de notre ordre du jour, à savoir le point **4.1** "Propositions préliminaires du Directeur général concernant le Projet de programme et de budget pour 2006-2007 (33 C/5)". Le document 170 EX/12 traite dans sa Partie II de trois questions sur lesquelles le Conseil exécutif est appelé à se prononcer : (i) la description générale des méthodes et techniques qui seront utilisées lors de l'élaboration du Projet de programme et de budget pour 2006-2007, conformément aux dispositions de la résolution 32 C/83 ; (ii) l'estimation technique des montants qui seraient nécessaires pour 2006-2007 si les Etats membres décidaient de maintenir le pouvoir d'achat du budget approuvé pour 2004-2005, compte tenu des augmentations statutaires et des hausses de prix déjà intervenues ou susceptibles d'intervenir d'ici à la fin du présent exercice biennal ; (iii) les options que propose le Directeur général pour ce qui est du plafond budgétaire pour 2006-2007. Nos débats ont cependant essentiellement porté sur la question de savoir si l'approche retenue dans la Partie III du document 170 EX/12 était pertinente et la Commission n'est en conséquence pas entrée dans le détail des calculs de ces estimations préliminaires. Plusieurs membres de la Commission ont été d'avis que l'absence de liens entre la Partie II du document 170 EX/12 (domaines d'action prioritaires) et sa Partie III (estimations techniques préliminaires et considérations sur le plafond budgétaire à envisager) ne permettait pas une mise en rapport des options budgétaires proposées avec les priorités de programme. Il a aussi été relevé que le document donnait le sentiment que les engagements obligatoires de l'UNESCO ne seraient pas honorés si une autre option que l'option 1 était retenue. Sur ce point, le représentant du Directeur général a indiqué que les ajustements "techniques", tels que les dépenses de sécurité et le remboursement de l'emprunt prévu dans le Plan Belmont, seront inscrits en tout état de cause dans le programme de travail qui sera proposé. Il a ensuite fait observer qu'un budget à croissance réelle zéro conduirait nécessairement à réduire le volume d'activités. Selon d'autres membres de la Commission, des moyens adéquats devraient être fournis au Directeur général afin de lui permettre

de consolider les réformes qu'il avait eu le mérite d'engager sans ressources additionnelles et de renforcer les programmes prioritaires de l'Organisation. La Commission, dans son ensemble, a toutefois été d'accord pour réaffirmer l'importance de priorités claires et limitées et la nécessité d'une orientation plus marquée vers un système de programmation et de gestion davantage axé sur les résultats. Il a aussi été jugé souhaitable et utile d'introduire dans la gestion du programme des clauses d'extinction afin de maintenir la cohérence avec la Stratégie à moyen terme et d'encourager l'alignement des ressources sur les priorités principales du programme. Des gains d'efficacité ont été jugés encore possibles et le Directeur général a été invité à explorer des solutions novatrices sur les moyens d'exécuter les programmes en réduisant les coûts, étant entendu que les gains qui pourraient être ainsi réalisés seraient réaffectés aux priorités principales. Après un long débat, la Commission a pu s'accorder - et je remercie infiniment le groupe de travail qui s'y est employé à ma demande - sur un texte de consensus qui garantit l'inclusion dans la base budgétaire des engagements obligatoires de l'Organisation tout en ménageant au Directeur général la flexibilité nécessaire pour formuler des propositions qui seraient jugées au vu de leur propre contenu. Ce texte de consensus, Monsieur le Président, auquel l'ensemble de la Commission a souscrit, a été transmis au Groupe de rédaction sur le point **4.1**.

27.12 J'en viens maintenant au point **7.1** "Rapport du Directeur général sur une étude relative à la gestion des finances et de la trésorerie en ce qui concerne le versement des contributions, les soldes budgétaires non dépensés, le mécanisme du report, le Fonds de roulement, les engagements non réglés, les recettes diverses et d'autres questions". Lors de l'examen de ce point, la Commission a été informée que le Secrétariat ne demandait pas l'institutionnalisation du mécanisme de report budgétaire à cette session et que ce point serait abordé plus en détail dans le rapport que le Secrétariat est invité à établir, pour la 171^e session du Conseil, sur les problèmes soulevés dans le document 170 EX/19. La Commission a fait sienne, sans débat, la décision proposée par le Groupe d'experts que vous trouverez au paragraphe 3 du document 170 EX/42 Partie II.

27.13 En ce qui concerne le point **7.2** "Rapport du Directeur général sur l'état des contributions des États membres et des plans de paiement", le rapport du Directeur général fait le point sur les contributions reçues à la date toute récente du 30 septembre 2004, ainsi que sur la situation des arriérés dont certains États membres étaient encore redevables. Bien que la situation de trésorerie reste satisfaisante, le représentant du Directeur général a engagé les États membres à procéder aux versements prévus avant la fin de cette année afin d'éviter le recours à l'emprunt. Plusieurs membres de la Commission ont souligné la nécessité de respecter les plans de paiement consentis par la Conférence générale. Le projet de décision que vous trouverez au paragraphe 8 du document 170 EX/42 Partie I a été adopté par la Commission sans modification.

27.14 Je vais aborder à présent le point **7.3** "Règlements financiers particuliers présentés conformément à l'article 6.7 du Règlement financier de l'UNESCO". La Commission a examiné les deux projets de règlement financier soumis à l'appréciation du Conseil, conformément à l'article 6.7 du Règlement financier. Ces projets de règlement sont destinés à régir les opérations des comptes suivants : Club d'enfants et Jardin des petits de l'UNESCO et prix UNESCO/Jikji Mémoire du monde. Il est à noter que ces projets ont été établis sur la base du modèle standard de règlement financier applicable aux comptes spéciaux approuvé par le Conseil exécutif à sa 161^e session. La Commission a donc approuvé sans discussion le projet de décision proposé qui figure au paragraphe 9 du document 170 EX/42 Partie I, ainsi que les deux projets de règlement financier particulier qui lui sont annexés.

27.15 S'agissant du point **7.4** "Rapport financier et états financiers vérifiés de l'UNESCO pour l'exercice clos le 31 décembre 2003 et rapport de la Commissaire aux comptes", la Commission a relevé que, pour la première fois, les états financiers définitifs ont été établis en temps voulu, c'est-à-dire pour la date du 31 mars 2004. Mais elle a surtout retenu que la Commissaire aux comptes a

rendu à leur sujet, à tous égards importants, une opinion favorable qui n'est assortie d'aucune réserve. Ce sont là deux éléments majeurs que j'ai plaisir à souligner. Le représentant de la Commissaire aux comptes a néanmoins attiré l'attention de la Commission sur les aspects de la gestion financière où des progrès lui semblaient encore possibles, notamment sur les améliorations qu'appelle encore la qualité du contrôle des engagements non liquidés ainsi que sur la nécessité de gérer avec prudence le compte des frais généraux des fonds-en-dépôt (FITOCA). Au cours de nos débats sur ce point, le représentant du Directeur général a également fait remarquer que les principaux éléments qui ressortaient des états financiers étaient : premièrement, l'accroissement des recettes globales et notamment des financements extrabudgétaires ; deuxièmement, le montant important encore à recevoir au titre des contributions mises en recouvrement et, troisièmement, le passif non provisionné afférent à la prise en charge des membres du personnel après leur cessation de service par la Caisse d'assurance-maladie, qu'il conviendra de prendre en compte lorsque les normes comptables internationales s'appliqueront au système des Nations Unies. Je conclurai sur ce point en rappelant que, conformément aux dispositions de l'article 12.10 du Règlement financier, le Conseil exécutif examine en premier lieu les comptes de l'exercice financier vérifiés ainsi que le rapport de la Commissaire aux comptes et les transmet ensuite à la Conférence générale en y joignant les observations qu'il juge souhaitables. Vous trouverez la décision proposée au paragraphe 10 du document 170 EX/42 Partie I.

27.16 Nous en arrivons maintenant au point **7.5** "Rapport du Directeur général sur la répartition géographique du personnel du Secrétariat". Lors de l'examen de ce rapport périodique annuel, la Commission a apprécié les innovations intéressantes qu'il comporte. Outre les données statistiques classiques qui continuent bien sûr d'y figurer, le rapport inclut des analyses de la répartition géographique par secteurs, services centraux et unités hors Siège et introduit par conséquent une nouvelle perspective avec un système de pondération des postes. La Commission a noté une tendance positive sur les deux derniers exercices biennaux, même si les avancées dans l'amélioration de la répartition géographique du personnel ne ressortent pas des données au 1er juin 2004, en raison de deux éléments : les effets combinés de l'attribution d'un quota aux États-Unis d'Amérique, qui ont réintégré l'Organisation, et l'application de la formule révisée pour le calcul des quotas géographiques. Dans le projet de décision proposé au paragraphe 11 de la Partie I du document 170 EX/42, le Directeur général est invité à soumettre un nouveau rapport sur le sujet ainsi que sur l'équilibre entre les sexes au sein du personnel, au Conseil exécutif à sa 172e session. La Commission a été d'avis qu'il devrait suffire par la suite d'établir un rapport exhaustif tous les deux ans pour la session du Conseil exécutif précédant immédiatement la tenue de la Conférence générale. Les années intermédiaires, par exemple à la prochaine session, une note d'information serait présentée au Conseil.

27.17 J'en viens maintenant au point **7.6** "Rapport du Directeur général sur la mise en œuvre du Programme de participation et de l'aide d'urgence". Le rapport du Directeur général sur cette question fait le point des demandes approuvées à la date du 22 septembre 2004. Au cours du débat, plusieurs membres de la Commission ont remercié les États membres du Comité d'aide au développement qui se sont abstenus de présenter des requêtes au titre du Programme de participation. À cet égard, la Commission a été informée - et elle en a bien pris note - que, pour ce qui est des États membres du Comité d'aide au développement qui ont présenté des requêtes, seules ont été retenues les requêtes appuyant des activités en faveur des pays en développement. Sur un tout autre registre, la Commission a rappelé que le Programme de participation est destiné à soutenir les initiatives propres des États membres dans les domaines de compétence de l'UNESCO. Elle a expressément indiqué qu'aucun prélèvement ne devrait être opéré sur les ressources du Programme de participation pour financer des réunions ou consultations statutaires de l'Organisation ni des activités relevant du processus de planification et de programmation de l'UNESCO ou de l'exécution de son programme. Le rapport du Directeur général étant soumis au Conseil à titre

d'information, il ne comporte pas de projet de décision et la Commission n'en a pas suggéré non plus. Elle a néanmoins félicité le Secrétariat pour la qualité du travail accompli dans la mise en œuvre du Programme de participation.

27.18 Je passe maintenant au point **7.7** "Rapport du Directeur général, en coopération avec le Comité du Siège, sur la gestion de l'ensemble des bâtiments de l'UNESCO". Le Directeur général rend compte au titre de ce point de l'état d'avancement des travaux prévus dans le cadre du Plan Belmont de restauration et de valorisation du Siège de l'UNESCO. Le rapport présente également les pistes de travail que le Directeur général se propose d'explorer en vue du financement des travaux prioritaires dans le cadre de la rénovation du site Miollis/Bonvin. La Commission a reçu du Secrétariat l'assurance que des informations sur la réalisation de l'emprunt et sur les procédures d'appels d'offres et leurs résultats seront fournies au Conseil exécutif à sa toute prochaine session, de même que le texte du rapport qui sera remis aux autorités françaises sur la mise en œuvre du Plan de rénovation du bâtiment Fontenoy. La Commission a exprimé sa préoccupation en ce qui concerne le financement du plan de rénovation du site Miollis/Bonvin et les problèmes de maintenance structurelle sur ce site. Le représentant du Directeur général a indiqué à la Commission que les travaux prioritaires étaient en cours d'exécution sur ce site dans la limite des fonds disponibles au titre du Programme ordinaire et des ressources extrabudgétaires. La Commission a enfin demandé que des propositions préliminaires sur l'utilisation des bâtiments du Siège à moyen et long terme soient présentées au Conseil exécutif à sa 172^e session, en tenant compte de l'élaboration d'une stratégie relative à la dotation en personnel et du processus de décentralisation. La décision proposée figure au paragraphe 13 du document 170 EX/42 Partie I.

27.19 J'en viens maintenant au point **7.8** "Rapport du Directeur général sur le renforcement de la sécurité des bâtiments de l'UNESCO dans le monde". Lors de son examen du rapport intérimaire du Directeur général sur le renforcement de la sécurité des bâtiments et du personnel de l'UNESCO dans le monde, y compris les mesures prises pour couvrir le coût d'ensemble des mesures de sécurité requises, la Commission a réaffirmé la nécessité d'assurer convenablement la sécurité du personnel et des locaux de l'UNESCO tant au Siège qu'hors Siège. En conséquence, la Commission a pris note des actions engagées par le Directeur général pour donner suite aux décisions arrêtées par le Conseil à sa 169^e session et a autorisé le transfert d'un montant maximum de 3 millions de dollars du Titre IV du budget aux fins de répondre aux besoins de sécurité urgents du réseau des bureaux hors Siège de l'Organisation, ainsi que l'identification d'autres sources de financement dans le cadre du 32 C/5 pour faire face aux mesures de sécurité les plus urgentes au Siège même, pour un montant maximum de 2 millions de dollars. Le représentant du Directeur général a indiqué que le projet de renforcement et d'uniformisation du système de gestion de la sécurité pour l'ensemble des organisations des Nations Unies, s'il était approuvé par l'Assemblée générale des Nations Unies à l'issue de son présent examen, ne serait pas sans conséquences sur les besoins de l'UNESCO en matière de sécurité. Le projet de décision proposé figure au paragraphe 14 du document 170 EX/42 Partie I.

27.20 J'en viens au dernier point de mon exposé, Monsieur le Président, qui est le point **7.9** "Projet de Statuts du Comité consultatif pour les œuvres d'art". Le projet de Statuts considéré au titre de ce point complète les mesures déjà arrêtées par le Directeur général pour donner suite aux décisions adoptées par le Conseil exécutif à ses 160^e et 161^e sessions concernant l'acceptation, l'inventaire et l'entretien des œuvres d'art offertes à l'UNESCO. La Commission a été informée que le Comité mobilisera des compétences extérieures et aura pour vocation de conseiller le Directeur général sur les incidences artistiques et financières de l'acceptation de donations ainsi que sur tous les aspects de la gestion de la collection d'œuvres d'art de l'UNESCO. La Commission a, en outre, noté qu'il ne sera pas encouru de coûts supplémentaires, étant donné que les membres de ce comité

seront appelés à servir à titre bénévole, comme précisé dans le projet de Statuts annexé au projet de décision transmis à la Commission du programme et des relations extérieures.

27.21 Pour terminer, j'ai plaisir à remercier, Monsieur le Président, au nom de la Commission et en mon nom personnel, toutes celles et tous ceux qui ont contribué au succès de nos travaux. Je citerai notamment les membres de la Commission et leurs suppléants, dont la compétence, l'expérience et la sagesse ont grandement facilité notre tâche ; le représentant du Directeur général, le Directeur général adjoint, M. Barbosa, et ses collaborateurs qui, avec beaucoup de patience, nous ont apporté toutes les clarifications et l'aide nécessaires pour mener à bien nos travaux ; le représentant de la Commissaire aux comptes ; nos excellents interprètes et traducteurs, sans qui rien ne serait possible ; et, enfin, l'équipe du Secrétariat de la Commission financière et administrative qui n'a, à aucun moment, épargné sa peine pour assister la Commission et le Groupe d'experts tout au long de cette 170e session. Je vous remercie, Monsieur le Président et chers collègues, pour votre bienveillante attention.

28. The CHAIRMAN thanked Mr Bedjaoui, Chairman of the Finance and Administrative Commission, for his thorough and detailed report. After calling attention to Rule 47 of the Rules of Procedure of the Executive Board governing the adoption of draft decisions recommended by each Plenary Commission and noting that no Member had expressed the wish for a draft decision to be adopted separately, he welcomed the excellent work and extensive exchanges in the Commission, which had achieved an excellent consensus. He proposed that if there were no objections all the draft decisions contained in document 170 EX/42 Parts I and II would be adopted.

29. It was so decided.

REPORT AND DRAFT DECISION RECOMMENDED BY THE COMMITTEE ON INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (170 EX/40)

Item **8.2** RELATIONS WITH NON-GOVERNMENTAL ORGANIZATIONS, FOUNDATIONS AND SIMILAR INSTITUTIONS (170 EX/29 and Add. and. Corr.)

Draft decision in paragraph 13 of document 170 EX/40

30.1 Mr ŠTRAJN (Slovenia) (Chairman of the Committee on International Non-Governmental Organizations) *in extenso*:

Mr Chairman, ladies and gentlemen, I had the privilege and great honour to conduct, once again, the debate of the Committee on International Non-Governmental Organizations, which held one meeting on Friday morning, 1 October 2004. It had on its agenda item **8.2** “UNESCO’s relations with international non-governmental organizations and foundations”. Twenty-three of the 24 members of the Committee were represented, 11 of whom participated in the debate. The Chairman of the NGO-UNESCO Liaison Committee and representatives from 16 NGOs also attended the meeting.

30.2 In his introductory remarks, Mr Ahmed Sayyad, representative of the Director-General and Assistant Director-General for External Relations and Cooperation, presented an overview of document 170 EX/29, and explained the rationale for the preparation of its addendum, which was due to the statutory deadline for the printing of the main document. Furthermore, he provided the Committee with additional information concerning other aspects of UNESCO’s cooperation with NGOs. In accordance with Rule 16.2 of the Rules of Procedure of the Executive Board, I then invited the Committee to elect its Temporary Chairman, in the person of Mr Andras Lakatos (Hungary) who, by the way, had served in the same capacity at the previous session, and whom I

wish to thank again for his kind cooperation. The Committee pursued its work with the adoption of its agenda.

30.3 Prior to the deliberations proper, I took the opportunity to underline the potential role that NGOs played in contributing to the realization of UNESCO's goals in its fields of competence. I stressed the need to encourage the development of NGOs, which made a crucial difference in the world today, considering the work of the NGO Committee as an important mechanism for effective cooperation between the NGO community and UNESCO.

30.4 The Committee then proceeded with the examination of item **8.2**. Several Committee members expressed general satisfaction regarding the documentation under consideration. A number of members, supported by others, advocated a more philosophical and substantive dimension during the examination of issues related to UNESCO's cooperation with NGOs, which would enable them not to limit their statements to technical and administrative procedures relating to the reclassification and/or admission of NGOs. Furthermore, there was general agreement on the important role that National Commissions could and should play in the mobilization of NGOs at the national level. In this context, one member underscored the role of National Commissions, which should be consulted when gathering relevant information on foundations and NGOs at the national level. One member, while considering data collection on foundations by questionnaire as potentially complex, mentioned the need to establish statutory relations with an increased number of NGOs in all fields of UNESCO's competence, following clear guidelines in that regard. The importance of renewing such statutory relations with foundations and NGOs based on effective and concrete cooperation was underlined by another member, who also emphasized the crucial role of NGOs in the success of summits, and endorsed the inclusion of NGOs in the second phase of the World Summit on the Information Society (WSIS) to be held in Tunis in 2005.

30.5 The representative of the Director-General, in his reply, indicated that the philosophical aspects of cooperation with NGOs were reflected in several previous documents submitted to the Committee, notably in the sexennial report. The next such report would cover the period 2001-2006. Furthermore, he agreed with members of the Committee that the synergy between NGOs and National Commissions was indispensable, and that UNESCO could not achieve its goals without the very valuable contribution of NGOs.

30.6 In the subsequent discussion, two members referred with satisfaction to the fact that HIV/AIDS had been chosen as the theme for the annual meeting of NGOs in statutory relations with UNESCO, which will be organized by the NGO-UNESCO Liaison Committee in November 2004. Another member observed that the mobilization to fight HIV/AIDS should preferably go beyond NGOs, which, he felt, were already fully aware of this scourge. Another member congratulated the Secretariat on its website, which was considered as providing an excellent overview of all UNESCO's activities, including those relating to its cooperation with NGOs.

30.7 Having commended the Director-General on the admission to operational relations of two NGOs, the Committee approved, paragraph by paragraph, the draft decision contained in paragraph 15 of document 170 EX/29, reflecting therein the results of the evaluation as contained in paragraph 5 of document 170 EX/29 Add. The members of the Committee introduced no amendments.

30.8 I wish to seize this opportunity to emphasize that, in the process of the adoption of the draft decision, the NGO focal points from the programme sectors and other services concerned who attended the session were instrumental in providing detailed replies to a large number of questions raised by members of the Committee on cooperation between the foundations concerned and UNESCO. This dialogue facilitated considerably the approval of the draft decision.

30.9 The Committee then concluded its work with the overall approval of the draft decision contained in document 170 EX/29 and reflecting the results of the evaluation set forth in its addendum. It now recommends that the Executive Board adopt the draft decision contained in paragraph 13 of document 170 EX/40.

30.10 I should like to conclude by thanking most warmly all the members of the NGO Committee and the Secretariat, the interpreters, the translators and other services, and all those who made it possible for the Committee to accomplish its work. Thank you very much, Sir, for your kind attention.

31. The CHAIRMAN, seeing that no Member wished to comment on the item, took it that the Board wished to adopt the draft decision contained in paragraph 13 of document 170 EX/40.

32. It was so decided.

33. The CHAIRMAN thanked the Chairman of the Committee on International Non-Governmental Organizations, all the members of his Committee and the Secretariat for their excellent work.

REPORT AND DRAFT DECISION RECOMMENDED BY THE SPECIAL COMMITTEE (170 EX/38)

Item 5.1 PROPOSED AMENDMENTS TO THE RULES OF PROCEDURE OF THE EXECUTIVE BOARD (170 EX/13)

Draft decision in paragraph 3 of document 170 EX/38

34. Ms VATSYAYAN (India) (Chairman of the Special Committee) suggested that as the meetings of the Special Committee had been chaired in her absence by its Temporary Chairman, the Chairman of the Executive Board might invite him to present the Committee's report.

35.1 Mr KUSI-ACHAMPONG (Ghana) (Temporary Chairman of the Special Committee) *in extenso*:

Mr Chairman, Mr Director-General, distinguished ladies and gentlemen, the Special Committee held three meetings on 29 and 30 October 2004, and considered agenda item 5.1, "Proposed amendments to the Rules of Procedure of the Executive Board". The Committee was assisted in its work by observers from some Member States. The wisdom and advice of the members of the Secretariat, especially the Secretary of the Executive Board and the Legal Adviser, were of immense benefit to the Committee's deliberations.

35.2 As regards item 5.1, the Executive Board, at its 169th session, had decided in 169 EX/Decision 4.3 to re-examine this question at its 170th session. In recalling this background, I underlined the complexity of the question, and reiterated that the discussions at its 169th session had focused in particular on ways of reducing the number of items on the agenda of the Executive Board, and ensuring, as far as possible, that agenda items correspond to the structure of the Approved Programme and Budget. Bearing this in mind, the Committee members engaged in extensive and fruitful discussions. As it was clear that consensus would not easily be reached on all paragraphs of the draft decision, each paragraph was carefully considered. The views expressed by almost all the Committee members and observers were duly taken into account in the draft decision recommended to the Executive Board, contained in document 170 EX/38 before you.

35.3 As regards specifically paragraph 3.3 of the draft decision contained in document 170 EX/13, a lengthy debate was held on whether or not to add to the draft decision an additional

paragraph on the adoption of a new rule of the Rules of Procedure pertaining to “decisions involving expenditure”. At the third meeting of the Special Committee, one member, on behalf of her electoral group, expressed the group’s reservations with respect to the draft decision contained in document 170 EX/13. At the end of the discussion, the Committee recommended it to the Executive Board with the hope that a consensus would be reached at this session on agenda item 5.1.

35.4 Before the meeting adjourned, some Committee members expressed their concern over the work of the Special Committee, and suggested that in future its assignment should include, as it did in the past, a wider range of tasks on critical issues of the Organization in order to bring fresh impetus, new ideas and more visibility to the work of UNESCO. In a nutshell, the report of the Special Committee presents a number of concrete recommendations to the Executive Board. I should like to put emphasis on paragraph 4 of the recommended draft decision in which the Executive Board “Further decides to adopt a new rule (...) to read as follows: ‘The Executive Board shall not take a decision involving expenditure unless it has before it a report from the Director-General on the administrative and financial implications of the proposal’”. This is placed under a new heading, “Decisions involving expenditures”.

35.5 I should like to conclude by thanking the Chairman of the Special Committee for kindly allowing me to convey to you the constructive discussions of the Committee. It is my hope that her long experience will be useful in guiding its members at future sessions. My sincere appreciation also goes to the Chairman of the Executive Board, the members of the Committee, the observers who participated in the debates, the Secretariat, the interpreters and room staff and, finally, to the Secretary of the Special Committee and her colleague who, in one way or another, helped to bring the deliberations of the Committee to a successful conclusion. Thank you, Mr Chairman.

36. Ms CAMPBELL (Jamaica), referring to paragraph 2 of the amended Rule 7 proposed in paragraph 3 of the draft decision, said that the present wording did not make sense. It would be more logical for it to read, “No item shall be examined more than twice in each biennium ...”. However, her comment should not imply that she was necessarily in agreement with the substance of that proposal.

٣٧,١ أشار السيد رفعت (مصر) (نائب الرئيس عن المجموعة العربية) إلى التعديل المقترح إدخاله على المادة ٧ من النظام الداخلي للمجلس التنفيذي ولا سيما في الفقرة الفرعية ٢ المقترحة لهذه المادة، فأكد أن هذا التعديل يتعارض مع حق الدول الأعضاء في إدراج ما تراه من مسائل مهمة في جدول أعمال المجلس التنفيذي، وخاصة إذا كانت هذه المسائل تندرج في مجالات اختصاص اليونسكو بصورة مباشرة. كما أكد أن إدخال هذا التعديل يتعارض مع الممارسة الديمقراطية وحرية التعبير التي تعمل المنظمة على إرسائها والدفاع عنها. وذكر، في هذا الصدد، بأن الفقرة الثانية من المادة الخامسة من النظام الداخلي للمجلس التنفيذي تؤكد على هذا الحق. وأعرب عن قلقه من أن إدخال تعديل لا ترغب فيه بعض الدول الأعضاء قد يدفعها إلى اللجوء إلى التصويت، الأمر الذي من شأنه أن يؤدي إلى تسييس أعمال المجلس، وهو ما يجب تجنبه حفاظاً على روح الوفاق التي تسود في المنظمة.

٣٧,٢ وأشار إلى الدراسة التي يعدها حالياً رئيس المؤتمر العام بشأن العلاقة بين هيئات المنظمة الثلاث، فقال إن رئيس المؤتمر العام لم ينته بعد من إعدادها؛ ومن ثم فمن الأفضل عدم إدخال التعديل المذكور إلى أن يقدم رئيس المؤتمر العام تقريراً باقتراحاته، ولا سيما أنها قد تؤدي إلى إدخال تعديلات أوسع على النظام الداخلي للمجلس التنفيذي.

٣٧,٣ وطالب، في ختام كلمته، إما بحذف هذا البند من أعمال اللجنة أو إحالته، على الأقل، إلى الدورة القادمة للمجلس التنفيذي لدراسته دراسة أعمق.

(37.1) M. RIFAAT (Egypte) (Vice-Président pour le Groupe arabe), se référant à la modification que le Comité spécial propose d'apporter à l'article 7 du Règlement intérieur du Conseil exécutif, en particulier dans le paragraphe 2 proposé à cet article, dit que cette modification va à l'encontre du droit des États membres de faire inscrire à l'ordre du jour du Conseil exécutif les points qu'ils jugent importants, surtout lorsque ceux-ci ont directement trait aux domaines de compétence de l'Organisation. Cette modification va également à l'encontre de la pratique démocratique et de la liberté d'expression que l'UNESCO s'emploie à renforcer et défendre. Le paragraphe 2 de l'article 5 du Règlement intérieur du Conseil exécutif réaffirme ce droit, et il est à craindre que l'adoption d'une modification qui n'est pas souhaitée par un certain nombre d'États membres n'amène ces derniers à recourir au vote, ce qui entraînerait une politisation des travaux du Conseil qu'il conviendrait au contraire d'éviter afin de préserver l'esprit de concorde qui règne au sein de l'Organisation.

(37.2) M. Rifaat fait remarquer que l'étude sur les relations entre les trois organes du Conseil que le Président de la Conférence générale doit établir n'est pas terminée et qu'il serait donc préférable de s'abstenir d'introduire la modification proposée avant que le Président de la Conférence générale n'ait présenté son rapport, lequel devrait contenir des propositions de modifications encore plus vastes du Règlement intérieur du Conseil.

(37.3) Il conviendrait donc d'éliminer ce point de l'ordre du jour du Comité ou, du moins, d'en reporter l'examen à la prochaine session en vue d'une étude plus approfondie.

38. M. CARUSO (Italie), tout en saluant les efforts louables du Comité pour simplifier l'ordre du jour, déclare partager les inquiétudes de l'Égypte. En effet, l'alinéa 2 du paragraphe 3 alourdit à son sens inutilement le projet de décision puisque, d'une part, il va dans le sens d'une complexité accrue en instituant un vote presque systématique sur l'ordre du jour et que, d'autre part, il prive les membres du Conseil de leur faculté de décider librement du choix des sujets à débattre, choix qui doit être dicté par les événements et non par un calendrier déterminé par des critères rigides. L'Italie demande donc que la question soit reportée en attendant un plus ample examen.

٣٩ ذكر السيد سعد (اليمن) أعضاء المجلس بأنه شارك في أعمال اللجنة الخاصة، وبالتالي فليس لديه ما يضيفه بهذا الشأن. وفيما يتعلق بمناقشة المجلس التنفيذي لمشروع القرار الذي أوصت اللجنة باعتماده، أعرب عن أسفه لأن المجلس لن ينتهي إلى جديد يختلف عما انتهى إليه في دورته السابقة بالرغم من إسهام أعضاء المجلس في إثراء النقاش بشأن مشروع القرار. وأعرب، في هذا الصدد، عن تأييد بلده لوجهة النظر التي أعرب عنها ممثل مصر باسم المجموعة العربية.

(39) M. SAAD (Yémen) dit qu'ayant participé aux travaux du Comité spécial, il n'a rien à ajouter à ce sujet. S'agissant de l'examen par le Conseil exécutif du projet de décision que le Comité spécial propose d'adopter, il est à regretter que le Conseil n'ait guère progressé par rapport à la session précédente en dépit des longs débats que les membres ont consacrés à ce texte. Le Yémen approuve à cet égard le point de vue exprimé par le représentant de l'Égypte au nom du Groupe arabe.

40. Mr WILTSHIRE (Australia), unsure as to whether his question in regard to paragraph 3 of the draft decision should be addressed to the Temporary Chairman of the Special Committee or to

the Secretary of the Executive Board, wondered how the decision, if adopted, would be implemented, since certain items were so important that the Board would want to consider them at every session. Examples would include reports on progress concerning EFA or the work programme in Iraq or Afghanistan. One solution might be for the Director-General to incorporate his reports on such topics in his general report on programme execution. If the Board's decision called on the Director-General to provide a report at the next session, would that meet the requirement for a simple majority mentioned in the draft decision? He sympathized with the attempt to streamline the agenda and work of the Executive Board, but felt that the text of the draft decision was somewhat ambiguous. He concluded by supporting the comment by Jamaica on the wording of paragraph 3, subparagraph 2.

41. Mr VEREDA OLIVEIRA (Brazil) expressed support for the position taken by Egypt.

42. The CHAIRMAN said that the meetings of the Special Committee had been open to all Board Members, and that it was his understanding that the report represented a consensus, with one group voicing reservations without elaborating. He appreciated and understood the points raised in the present meeting, but suggested they should have been raised in the Committee. Naturally, every Board Member was free to raise such matters, but he regretted that those who had participated in the work of the Special Committee and joined the consensus had reopened the discussion. As the representative of Yemen had remarked, the issue was not new, but had been debated over a long period.

43. Mr SHEYA (United Republic of Tanzania) expressed his support for previous speakers on the question of introducing a new rule, referred to in paragraph 3.2 of the draft decision. He did not feel that such a rule would be useful, since it might well lead to interminable discussion at the opening session of the Board on whether or not to include a particular item in the agenda.

44.1 Mme BENNANI (Maroc) dit que le point de vue de son pays sur la question a déjà été exprimé par le représentant de l'Égypte parlant au nom de l'ensemble du Groupe arabe, dont la position n'a pas changé depuis la réunion du Comité spécial. Elle souhaite toutefois apporter des précisions quant aux réserves que suscite un document qui ne reflète pas les vues exprimées au sein du Comité spécial, aux travaux duquel le Maroc a participé et devant lequel une part au moins des arguments présentés par les précédents orateurs ont été défendus. En effet, le Président temporaire du Comité a levé la séance et clos les travaux avant même la date prévue au calendrier alors même qu'un représentant du Groupe arabe l'avait informé que ce groupe tenait une réunion pour tenter de trouver une solution de consensus sur la question examinée et allait lui communiquer incessamment ses dernières observations à ce sujet. Le Groupe arabe a donc été empêché d'exprimer son point de vue, qui n'apparaît pas dans le document présenté par le Comité.

44.2 En outre, Mme Bennani, développant l'argument exposé par plusieurs orateurs précédents selon lequel le Président du Conseil risquait de voir sa tâche considérablement compliquée, explique que la procédure proposée, déjà fort complexe - établissement d'un ordre du jour provisoire, dépôt par tel ou tel État d'une demande dûment motivée d'inscription d'un nouveau sujet à l'ordre du jour, inscription du point, préparation par le Secrétariat des documents nécessaires, réunion du Bureau -, pourrait déboucher sur un interminable débat en séance plénière et retarder ainsi les travaux du Conseil, auquel le temps fait déjà notoirement défaut. Elle propose donc l'abandon pur et simple du projet de décision en attendant les conclusions de l'examen en cours sur les relations entre les trois organes.

45. The CHAIRMAN suggested that since there was clearly no agreement, the proposal be withdrawn and referred to the Working Group on the relations between the three Organs of UNESCO, as suggested by Morocco and others.

46. Mr RACHMAN (Indonesia) said that the aim of the proposal in paragraph 3.2 of the draft decision, an aim with which all agreed, was to improve effectiveness and efficiency. However, the proposal clearly raised problems of a technical nature. He supported the views expressed by the representative of Egypt, and suggested that the text be dropped for the time being so that the wording could be improved. He commended the Special Committee for its fruitful discussion of the problem.

47. The CHAIRMAN asked the Legal Adviser to comment on the compatibility of the text with the existing Rules of Procedure. His observations would clearly be useful for future discussions.

48.1 Mr YUSUF (Legal Adviser) recalled that at its 167th session, the Executive Board had invited its Chairman, assisted by the Bureau, and in consultation with the Director-General, to submit to it at its 169th session further proposals concerning criteria for the establishment of the Board's agenda. The aim, stated specifically at the time, was to streamline the Board's agenda in order to improve efficiency and effectiveness in the conduct of its business. Therefore, the first criterion for testing the proposal was whether or not the Members of the Executive Board considered it useful as a contribution towards greater efficiency, good order and rapidity in the conduct of the Board's business. When delegations found fault with a proposal, they always put forward their own arguments, but the basic point was that they did not seem to approve of the proposal. He therefore considered that the Chairman had drawn the right conclusion.

48.2 On the issue of legality, and more specifically, whether the Executive Board could limit certain rights of Members for the sake of efficiency in the conduct of its business, he replied that the Executive Board did have that power, but it must be convinced that the way it limited such rights would indeed contribute to greater efficiency, and on that matter the Board did not appear to be convinced with respect to the proposal under discussion.

49. The CHAIRMAN thanked the Legal Adviser for the clarity of his explanation, which would be helpful if such a problem should arise again in the future. He suggested that subparagraph 2 of paragraph 3 be deleted. If ever it were to be reconsidered by the Board, the wording suggested by Jamaica and Australia should be used. He invited comments on the rest of the draft decision.

50. Mme BENNANI (Maroc) s'interroge sur l'opportunité de conserver l'alinéa 1 du paragraphe 3, dès lors que l'on en a supprimé l'alinéa 2, puisque le premier alinéa ne fait que reprendre l'article 7 du Règlement intérieur.

51. The CHAIRMAN took the point made by Morocco and suggested that the whole of paragraph 3 of the draft decision be deleted.

52. Mr ERKUL (Turkey) said that he was not against paragraph 4 of the draft decision, but wondered under which heading in the Rules of Procedure it should be placed. In his view, it should be placed under Section IX "Conduct of Business", possibly between Rule 33 and Rule 34.

53. Mme BENNANI (Maroc) se demande si le contenu de l'article qu'il est proposé d'adopter au paragraphe 4 ne fait pas double emploi avec l'article 46 du Règlement intérieur du Conseil exécutif, qui se lit comme suit : "Lorsque pendant les sessions du Conseil ou de ses organes subsidiaires, de nouveaux documents sont demandés, et avant qu'une décision soit prise à ce sujet, le Directeur général présente une évaluation de ce que coûtera la production de ces nouveaux documents".

54. Mr YUSUF (Legal Adviser) said that Rule 46 dealt with the production of documents for consideration by the Board. The proposed rule was based on Article 13.1 of the Financial Regulations adopted by the General Conference, which stipulated that, “No committee, commission or other competent body shall take a decision involving expenditure unless it has before it a report from the Director-General on the administrative and financial implications of the proposal”. Paragraph 4 of the draft decision was intended to remind the Board that before it adopted a decision, the expenditure involved should be considered by the Board. It was therefore a different type of provision.

55. Mr KUSI-ACHAMPONG (Ghana) (Temporary Chairman of the Special Committee) said that the Committee had discussed extensively the issue raised by Turkey and, on the advice of the Legal Adviser, had considered that, once the proposed rule had been adopted by the Board, the matter should be referred to the Office of International Standards and Legal Affairs in order to find an appropriate place, as some Members had suggested after Rule 33, and others after Rule 34.

56. The CHAIRMAN, observing that there appeared to be a consensus on the text of the proposed new rule, suggested that the Legal Adviser be asked to find an appropriate place for it in the Rules of Procedure.

57. Mr ERKUL (Turkey) said that the question had been extensively discussed. His delegation was concerned that under the proposed new rule, if an agenda item proposed by a Member State was not the subject of a report by the Secretariat, for whatever reason, the item would be automatically dropped from the agenda. For that reason, he opposed including the proposed new rule in Section II “Agenda”.

58. Mr YUSUF (Legal Adviser) said that the proposed provision referred to the adoption of decisions, and thus did not deal with the proposal of agenda items by Member States or Members of the Executive Board. It would therefore come in the Rules of Procedure just before rules concerning the adoption of decisions by the Executive Board.

59. Mr KOMÁREK (Czech Republic) expressed full confidence in the Legal Adviser, and was in favour of adopting the text without specifying where it should be placed.

60. M. CARUSO (Italie) fait observer que les mots "en outre" qui figurent à la première ligne du nouveau paragraphe 3 n'ont plus lieu d'être.

61. The CHAIRMAN took it that the Board wished to adopt the draft resolution as amended, on the understanding that the Legal Adviser would give his careful attention to finding the appropriate place for it in the Rules of Procedure, and would inform the Board accordingly in due course.

62. The draft decision contained in paragraph 3 of document 170 EX/38, as amended, was adopted.

The meeting rose at 5.50 p.m.

NINTH MEETING

Thursday 14 October 2004 at 10.15 a.m.

ANNOUNCEMENT CONCERNING THE PRIVATE MEETINGS HELD ON MONDAY
4 OCTOBER AND Wednesday 13 OCTOBER 2004

1. At the invitation of the CHAIRMAN, the SECRETARY read out the following announcement:

“At the private meetings held on Monday 4 October and Wednesday 13 October 2004, the Executive Board considered respectively items **7.10** and **6.1** of its agenda.

Item **7.10** REPORT BY THE DIRECTOR-GENERAL ON THE APPLICATION OF
RULE 59 OF THE RULES OF PROCEDURE OF THE EXECUTIVE
BOARD (170 EX/Priv.1)

1. In accordance with Rule 59 of the Rules of Procedure of the Executive Board, the Director-General *informed* the Board of the decisions taken since the 169th session regarding the appointments and extensions of contract of staff members at grade D-1 and above whose posts come under the regular programme of the Organization; he also *evoked* the question of the geographical distribution of the staff of the Secretariat.
2. In conformity with Rule 4.5.3 of the Staff Regulations and Staff Rules approved by the General Conference at its 31st session (31 C/Res.56), the Director-General *consulted* the Members of the Board regarding the extension of the tenure of the Legal Adviser of the Organization.

Item **6.1** EXAMINATION OF THE COMMUNICATIONS TRANSMITTED TO THE
COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS IN
PURSUANCE OF 104 EX/Decision 3.3, AND REPORT OF THE
COMMITTEE THEREON (170 EX/3 PRIV. (Draft) and Add. & Corr.)

1. The Executive Board *examined* the report of its Committee on Conventions and Recommendations concerning the communications received by the Organization on the subject of cases and questions of alleged violations of human rights in UNESCO's fields of competence.
2. The Executive Board, *having taken note* of the Committee's report, *endorsed* the wishes expressed therein.”

REPORT AND DRAFT DECISIONS RECOMMENDED BY THE PROGRAMME AND
EXTERNAL RELATIONS COMMISSION (170 EX/41 Parts I and II Rev.)

Item **3.1** REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE
PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (170 EX/4 Part I
and Add.; 170 EX/INF.3; 170 EX/INF.4)

Draft decision in paragraph 2 of document 170 EX/41 Part I

- Item **3.2** REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS (170 EX/5 Part I; 170 EX/INF.3; 170 EX/INF.4)

Draft decision in paragraph 3 of document 170 EX/41 Part I

- Item **3.3** REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME AND BUDGET DURING THE PREVIOUS BIENNIUM (2002-2003 – 33 C/3) (*programme aspects*) (170 EX/6)

Draft decision in paragraph 4 of document 170 EX/41 Part I

- Item **3.4.1** REPORT BY THE DIRECTOR-GENERAL ON THE MODALITIES OF IMPLEMENTING SOUTH-SOUTH COOPERATION AND SOLIDARITY IN THE FIELD OF EDUCATION AND ON THE FEASIBILITY STUDY FOR THE CREATION OF A FUND THEREON (*programme aspects*) (170 EX/7 Rev.)

Draft decision in paragraph 5 of document 170 EX/41 Part I

- Item **3.4.2** REPORT BY THE DIRECTOR-GENERAL ON THE STRATEGIC REVIEW OF UNESCO'S POST-DAKAR ROLE IN EDUCATION FOR ALL (EFA) (170 EX/8)

Draft decision in paragraph 6 of document 170 EX/41 Part I

- Item **3.5.1** REPORT BY THE DIRECTOR-GENERAL ON THE DRAWING UP OF A DECLARATION ON UNIVERSAL NORMS ON BIOETHICS (170 EX/9 and Add.)

Draft decision in paragraph 7 of document 170 EX/41 Part I

- Item **3.6.2** *KITÂB FÎ JARÎDA* UNDER THE UMBRELLA OF THE ARABIA PLAN (*programme aspects*) (170 EX/11 Rev.)

Draft decision in paragraph 8 of document 170 EX/41 Part I

- Item **3.6.3** NETWORKS OF CREATIVE CITIES WITHIN THE GLOBAL ALLIANCE FOR CULTURAL DIVERSITY (*programme aspects*) (170 EX/8 (Rev. in French and Spanish only))

Draft decision in paragraph 9 of document 170 EX/41 Part I

- Item **8.4** REPORT BY THE JOINT INSPECTION UNIT (JIU) ON ACHIEVING THE UNIVERSAL PRIMARY EDUCATION GOAL OF THE MILLENNIUM DECLARATION (170 EX/35)

Draft decision in paragraph 10 of document 170 EX/41 Part I

- Item **9.2** JOINT UNITED NATIONS PROGRAMME OF ASSISTANCE TO AFGHANISTAN (170 EX/32)

Draft decision in paragraph 11 of document 170 EX/41 Part I

Item **9.5** A PROGRAMME FOR LANGUAGES AT UNESCO (*programme aspects*)
(170 EX/17)

Draft decision in paragraph 11 of document 170 EX/41 Part I

Item **3.6.1** JERUSALEM AND THE IMPLEMENTATION OF 32 C/RESOLUTION 39
AND 169 EX/Decision 3.7.1 (170 EX/10 Rev. (Rev.2 in French only))

Draft decision in paragraph 2 of document 170 EX/41 Part II Rev.

Item **3.6.4** THE MISUSE OF RELIGIOUS SYMBOLS AND EXPRESSIONS
(170 EX/36 and Add.)

Draft decision in paragraph 3 of document 170 EX/41 Part II Rev.

Item **4.1** PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT
PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I(A)
and Addenda and Corr., I(B), I(C) and II; 170 EX/INF.3; 170 EX/INF.4)

Draft decision in paragraph 5 of document 170 EX/41 Part II Rev.

Item **5.2** COMMENTS BY THE DIRECTOR-GENERAL ON THE EXTERNAL
EVALUATION REPORTS SUBMITTED IN THE 2002-2003 BIENNIUM
(170 EX/14)

Draft decision in paragraph 6 of document 170 EX/41 Part II Rev.

Item **7.9** DRAFT STATUTES OF THE ADVISORY COMMITTEE ON WORKS OF ART
(ACWA) (*programme aspects*) (170 EX/27 and Corr.)

Draft decision in paragraph 7 of document 170 EX/41 Part II Rev.

Item **8.1** REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF 32 C/RESOLUTIONS 50, 51 AND 52 CONCERNING STRENGTHENING
COOPERATION WITH THE REPUBLIC OF ANGOLA, THE REPUBLIC OF CÔTE
D'IVOIRE AND THE DEMOCRATIC REPUBLIC OF THE CONGO
(170 EX/28 Parts I, II and III)

Draft decision in paragraph 8 of document 170 EX/41 Part II Rev.

Item **9.1** REPORT BY THE GOVERNING BOARD OF THE UNESCO INSTITUTE
FOR STATISTICS (UIS) ON THE ACTIVITIES OF THE INSTITUTE
(170 EX/31 (and Corr. in English only))

Draft decision in paragraph 9 of document 170 EX/41 Part II Rev.

Item **9.3** IMPLEMENTATION OF 32 C/RESOLUTION 54 AND OF 169 EX/Decision 8.1
CONCERNING EDUCATIONAL AND CULTURAL INSTITUTIONS IN THE
OCCUPIED ARAB TERRITORIES (170 EX/33 Rev.)

Draft decision in paragraph 10 of document 170 EX/41 Part II Rev.

Item **9.4** REPORT BY THE DIRECTOR-GENERAL ON THE CULTURAL AND
EDUCATIONAL INSTITUTIONS IN IRAQ (170 EX/34)

Draft decision in paragraph 11 of document 170 EX/41 Part II Rev.

2.1 Mr SOURANG (Senegal) (Chairman of the Programme and External Relations Commission) *in extenso*:

Mr Chairman of the Executive Board, Mr Director-General, dear colleagues, ladies and gentlemen, I am honoured to present you with the results of the work of the Programme and External Relations (PX) Commission at the 170th session of the Executive Board. The Commission adopted its timetable at the opening meeting and then elected a Temporary Chairman, Mr Louis Steven Obeegadoo, Minister of Education and Scientific Research and distinguished representative of Mauritius. Our agenda contained 20 items, which the Commission examined in nine meetings, each lasting about three hours, at least in theory. I will now present you with the report of the Commission's rich deliberations, in the order in which the items were discussed by the Commission. In contrast with the length of some debates, I will try to keep my report as brief as possible. I invite you to refer to the decisions recommended in document 170 EX/41 Parts I and II Rev.

(L'orateur poursuit en français)

2.2 La Commission PX a entamé ses travaux avec enthousiasme, en groupant deux points majeurs en une unité de discussion : il s'agit des points **3.1** "Rapport du Directeur général sur l'exécution du programme adopté par la Conférence générale" et **3.2** "Rapport du Directeur général sur le suivi des décisions et résolutions adoptées par le Conseil exécutif et la Conférence générale à leurs sessions antérieures". Après une brève introduction par le représentant du Directeur général, M. d'Orville, 15 membres de la Commission ont pris la parole et ont reconnu les progrès accomplis dans la mise en œuvre de l'approche axée sur les résultats aussi bien au Siège que dans les bureaux multipays. Toutefois, plusieurs membres ont estimé que les rapports étaient encore trop narratifs et qu'ils pourraient être centrés davantage sur les résultats obtenus, les obstacles rencontrés et les enseignements tirés.

2.3 Dans le domaine de l'éducation, le besoin d'assurer la réussite du lancement de la Décennie des Nations Unies pour l'éducation en vue du développement durable ainsi que l'application du plan de mise en œuvre défini par l'Assemblée générale des Nations Unies a été souligné, de même que l'importance d'adopter une approche fondée sur les faits en matière d'éducation pour la prévention du VIH/sida. Il a été aussi demandé que l'initiative sur l'apprentissage tout au long de la vie par l'alphabétisation ne soit pas uniquement limitée à l'Afrique subsaharienne, puisque d'autres pays ont eux aussi à relever ce défi. Dans le domaine des sciences naturelles, plusieurs délégations ont souligné l'importance d'une mise en œuvre adéquate du nouveau programme relatif aux sciences fondamentales. D'autres ont demandé des informations sur les mesures prises en vue de procéder en 2005 à un examen du suivi de la Conférence mondiale sur la science de Budapest. Dans le domaine des sciences sociales et humaines, de nombreux représentants ont félicité l'Organisation pour ses activités dans le domaine de l'éthique des sciences et des technologies, en particulier la bioéthique, et ont mis l'accent sur le besoin d'une diffusion et d'une promotion efficaces des principaux instruments normatifs adoptés dans ce domaine. La Commission a exprimé sa satisfaction quant aux résultats obtenus dans le cadre du programme de la culture. De nombreux orateurs ont souligné l'importance de poursuivre l'action en faveur du patrimoine mondial, d'en assurer une meilleure visibilité et de promouvoir la ratification de la Convention pour la sauvegarde du patrimoine culturel immatériel. À ce sujet, plusieurs pays ont annoncé que le processus de ratification par leur gouvernement était en bonne voie. Pour ce qui est du programme de communication et d'information, l'accent a été mis sur l'importance du

programme d'éducation aux médias, du programme Mémoire du monde - lequel devrait disposer d'un financement adéquat - de la promotion de l'éthique de la communication, des centres communautaires multimédias et de la participation de l'UNESCO au Sommet mondial sur la société de l'information.

2.4 D'autres questions ont été soulevées lors du débat, concernant notamment le rôle essentiel des commissions nationales, la décentralisation, la contribution de l'UNESCO aux actions menées après une catastrophe naturelle ou à l'issue d'un conflit, ainsi que le programme des bourses. Le représentant de la Chine a notamment annoncé que son pays avait décidé de doubler le nombre de bourses d'études universitaires. Le représentant du Directeur général a reconnu la nécessité d'améliorer la présentation des résultats dans le document EX/4 et a rappelé ce qui différencie ce document du C/3 : le EX/4 présente les actions menées pendant les six derniers mois de l'exercice biennal en cours, tandis que le C/3 est élaboré deux ans après la fin de l'exercice biennal, ce qui permet de procéder avec le recul nécessaire à une évaluation et une analyse approfondies des résultats obtenus. À la fin de ce débat, la Commission a dûment pris note des documents 170 EX/4 Partie I et 170 EX/5 Partie I et a poursuivi ses travaux par l'examen du point suivant.

2.5 Il s'agissait du point **3.4.2** "Rapport du Directeur général sur l'examen stratégique du rôle de l'UNESCO après Dakar en matière d'éducation pour tous (EPT)". La représentante du Directeur général, Mme Bah Diallo, a présenté le document sur l'examen stratégique en indiquant de quelle façon l'UNESCO avait procédé pour évaluer son action dans ce domaine. Elle a aussi montré comment l'Organisation allait renforcer son rôle de chef de file de l'EPT, notamment par une meilleure coordination et une participation accrue des États membres. Les 30 orateurs qui ont pris la parole sur ce point ont remercié le Directeur général d'avoir entrepris cet opportun et utile examen, tout en soulignant la nécessité de donner suite à ses conclusions. Plusieurs États membres ont rappelé que le manque de ressources financières ne devait en aucun cas représenter un obstacle pour la mise en œuvre des plans nationaux en faveur de l'EPT. Par ailleurs, certains délégués ont également évoqué la nécessité de renforcer les capacités du personnel de l'UNESCO. Il importait aussi que tous les partenaires de l'EPT travaillent de concert, surtout au niveau national, là où se situe le cœur de l'activité de l'EPT. Plusieurs représentants ont suggéré d'élaborer une cartographie de ces partenaires qui préciserait les avantages comparatifs de chacun. Dans ce souci de coordination, il a aussi été proposé que les Documents de stratégie pour la réduction de la pauvreté (DSRP) prennent en compte les engagements nationaux en matière d'EPT et que l'UNESCO coopère à cette fin avec la Banque mondiale. La coordination entre le Groupe de haut niveau, le Groupe de travail sur l'EPT et l'Initiative E-9 a été jugée décisive pour l'avancement des objectifs de l'EPT. Plusieurs représentants ont aussi mentionné l'importance du rôle des commissions nationales en la matière. Certains ont souligné l'importance du rôle des instituts et de l'approche intersectorielle dans la réalisation des objectifs de l'EPT. On a également souligné la nécessité de parvenir à l'égalité entre les sexes dans l'éducation d'ici à 2005, ainsi que de s'assurer que l'EPT reçoit l'attention qu'elle mérite lors du réexamen des Objectifs du Millénaire pour le développement prévu en 2005. La Commission recommande donc le projet de décision figurant au paragraphe 6 du document 170 EX/41 Partie I.

2.6 Vingt-sept membres de la Commission et un observateur ont pris la parole lors du débat sur le point **4.1** "Propositions préliminaires du Directeur général concernant le Projet de programme et de budget pour 2006-2007 (33 C/5)". De nombreux orateurs se sont dits satisfaits des documents présentés, qui constituaient une excellente base de discussion et de décision pour l'élaboration en cours du document 33 C/5. Le processus de consultation mené à cet égard a, lui aussi, été favorablement accueilli. Des progrès notables ont été constatés dans la gestion axée sur les résultats, qui devraient permettre de simplifier le suivi et l'évaluation du programme. L'intersectorialité pourrait être améliorée et une attention accrue devrait être accordée aux activités interdisciplinaires,

telles que la diversité linguistique, l'éducation artistique, l'éducation au développement durable, l'éducation en matière de sciences et de technologies. La décentralisation a aussi fait l'objet de nombreuses interventions. Il a été souligné qu'elle ne saurait se limiter à un transfert de fonds au bénéfice des unités hors Siège mais qu'elle comportait une dimension programmatique essentielle et des incidences sur la conception du document C/5. Dans le même temps, elle implique une articulation entre le Siège, les bureaux hors Siège, les instituts et aussi les commissions nationales et les ONG œuvrant dans les domaines de compétence l'UNESCO. Le processus de décentralisation doit s'accompagner, a-t-on noté, d'un renforcement des compétences et des effectifs hors Siège, notamment en matière d'EPT. Une stratégie définissant les objectifs, les moyens, les résultats attendus et les modalités de la décentralisation permettrait d'optimiser l'équilibre global de l'Organisation, de même que l'utilisation de mécanismes d'évaluation et de suivi comme éléments de pilotage. Quelques orateurs ont souhaité que le C/4 et le C/5 soient présentés dans un seul et même document, ouvrant ainsi un horizon programmatique de six ans pour chaque exercice biennal. Plusieurs délégués ont souligné l'importance de l'approche intégrée pour les programmes relatifs à l'Afrique, aux PMA, aux femmes et aux jeunes.

2.7 En matière d'éducation, l'EPT a été reconnue comme constituant la priorité du grand programme I. Plusieurs orateurs ont toutefois noté qu'elle devrait être mieux articulée et définie. Les membres de la Commission ont reconnu que les efforts entrepris dans le cadre de l'examen stratégique de l'EPT allaient dans le bon sens. Tout en demandant que l'on explique l'expression "éducation de qualité", certains intervenants ont aussi noté que cette notion devrait se refléter dans l'ensemble du programme I. Il a été suggéré de retenir "l'éducation au développement durable" comme thème transversal dans le prochain 33 C/5, renforçant ainsi le rôle de l'UNESCO en tant qu'institution chef de file dans ce domaine. Ont été également évoquées l'éthique dans l'enseignement secondaire et supérieur, l'alphabétisation, l'éducation pour la prévention du VIH/sida et la formation des formateurs. Certains intervenants ont mentionné aussi le rôle et le potentiel de l'éducation en relation avec l'édification et le rétablissement de la paix face aux actes de terrorisme. Le maintien de "L'eau et les écosystèmes associés" comme priorité principale du grand programme II a été unanimement approuvé. On a souligné aussi le rôle d'assistance aux États membres joué par l'UNESCO dans la gestion de l'eau douce, notamment pour assurer un développement durable. Concernant la coopération interactivités, au sein même du Secteur des sciences exactes et naturelles, le programme sur L'homme et la biosphère (MAB) et le Programme hydrologique international (PHI) constituent à présent une ligne d'action conjointe, ce qui favorisera la création de synergies entre ces deux programmes au service des États membres pour améliorer la gestion et la mise en valeur des ressources en eau. La contribution de l'UNESCO au NEPAD en matière d'utilisation de l'énergie renouvelable, spécialement dans les zones rurales, a également été évoquée. Tous les intervenants qui se sont exprimés au sujet des sciences sociales et humaines se sont prononcés en faveur de la reconduction de l'éthique des sciences et des technologies, en particulier la bioéthique, comme priorité principale du grand programme III. Certains ont insisté sur la dimension intersectorielle de ces programmes et ont souhaité une interaction accrue, notamment avec l'éducation ou les sciences exactes et naturelles.

2.8 Tout en appuyant la priorité principale proposée pour le grand programme IV, à savoir "la promotion de la diversité culturelle et du dialogue interculturel", de nombreux intervenants ont demandé une concentration du contenu programmatique et souhaité que l'accent soit mis sur la protection de la diversité de toutes les formes de patrimoine et leur interaction. D'une manière générale, ils ont aussi émis un avis favorable en ce qui concerne la promotion des industries culturelles, notamment les arts et l'artisanat, dans le cadre de l'Alliance globale pour la diversité culturelle, ainsi que la créativité et l'éducation artistique. L'importance de la diversité linguistique comme outil essentiel du dialogue entre les cultures et de la sauvegarde des savoirs traditionnels a été aussi mentionnée dans de nombreuses interventions. Enfin, de nombreux États ont souhaité la

poursuite des efforts en vue d'une mise en œuvre efficace et effective des instruments élaborés par l'UNESCO dans le domaine de la culture. En ce qui concerne le grand programme V, un renforcement des ressources et des partenariats pour assurer le transfert de technologie est apparu souhaitable, de même qu'une meilleure articulation des priorités principales dans ce programme. S'agissant, enfin, de l'utilisation des technologies de l'information et de la communication (TIC) au service de l'éducation et de la culture, on a cité l'exemple des universités et des bibliothèques virtuelles. Le résumé que j'ai transmis à la Présidente du Groupe de rédaction a reflété la teneur de l'ensemble des débats sur ce point, de façon que le groupe puisse en tenir compte dans ses délibérations.

2.9 J'en viens maintenant au point **3.5.1** "Rapport du Directeur général sur l'élaboration d'une déclaration relative à des normes universelles en matière de bioéthique". Vingt-deux représentants ont pris la parole au titre de ce point, dont la grande majorité a reconnu l'importance du travail accompli par le Comité international de bioéthique (CIB) et son Groupe de rédaction pour aboutir à la troisième ébauche de texte portée à la connaissance de la Commission. Les intervenants ont salué le respect du calendrier adopté à la 169^e session du Conseil exécutif, la tenue d'un grand nombre de consultations à tous les niveaux et la transparence des travaux. Il importait de poursuivre les consultations, notamment avec les autres organisations intergouvernementales, ainsi que d'associer plus étroitement le Comité intergouvernemental de bioéthique (CIGB) au processus d'élaboration. Des commentaires ont été formulés sur le contenu du texte, certains considérant par exemple le principe de responsabilité de l'être humain à l'égard de la biosphère comme une innovation importante de la future déclaration, d'autres insistant sur le partage des bienfaits ou l'éducation à la bioéthique. Certains ont plus particulièrement souhaité que la partie consacrée aux sujets spécifiques dans la deuxième ébauche soit reprise dans le texte qui fera l'objet d'une consultation écrite. Dans sa réponse, le représentant du Directeur général, M. Sané, a assuré la Commission que tous les points de vue de fond exprimés par elle sur la troisième ébauche de texte seraient portés à la connaissance du CIB et de son Groupe de rédaction. Il a en outre précisé que la troisième ébauche ne constituait pas un texte définitif mais serait développée et enrichie au cours des prochains mois par le CIB, à travers des consultations - notamment avec le Comité interinstitutions des Nations Unies sur la bioéthique - et en étroite collaboration avec le CIGB, avant d'être soumise aux experts gouvernementaux chargés de mettre au point le projet de déclaration final. En conclusion, la Commission PX a décidé de recommander le projet de décision qui figure au paragraphe 7 du document 170 EX/41 Partie I.

2.10 Les travaux de la Commission se sont poursuivis avec l'examen du point **9.2** "Programme commun d'assistance à l'Afghanistan des Nations Unies". En guise d'introduction, la représentante du Directeur général, Mme Salman, a présenté les aspects saillants de l'assistance fournie par l'UNESCO en Afghanistan depuis fin 2001. Elle a remercié les donateurs qui avaient permis à l'Organisation de mener à bien ces activités et a insisté sur le besoin persistant de financements pour la reconstruction en Afghanistan. Elle a enfin indiqué que, sur la base de l'expérience acquise en Afghanistan, l'Organisation était désormais en mesure de progressivement renforcer et systématiser sa capacité d'intervention dans les pays affectés par les crises et les conflits. Les 12 membres de la Commission qui ont pris la parole ont tous exprimé leur satisfaction quant à l'assistance fournie par l'UNESCO en Afghanistan durant ces trois dernières années. Ils ont encouragé l'Organisation à intensifier ses efforts en vue du relèvement et de la reconstruction du pays, tout particulièrement dans les domaines de l'éducation, de la science et de la culture. Plusieurs intervenants ont insisté sur l'engagement à long terme que nécessitaient le relèvement et la reconstruction en Afghanistan, de la part de la communauté internationale en général et de l'UNESCO en particulier. À cet égard, il fallait accorder la priorité au renforcement des capacités nationales pour que la reconstruction du pays puisse aussi être menée par les Afghans eux-mêmes. Plusieurs membres du Conseil ont souligné la complémentarité entre l'assistance bilatérale fournie

en Afghanistan et l'aide apportée par l'UNESCO. Afin de confirmer l'engagement de l'UNESCO en Afghanistan, il serait, a-t-on noté, essentiel de mieux intégrer l'action de l'Organisation dans le Programme et budget ordinaire. La représentante du Directeur général a précisé que les propositions préliminaires du Directeur général pour 2006-2007 comprenaient déjà plusieurs suggestions visant à mieux intégrer l'action de l'Organisation dans le Programme et budget ordinaire. Les Sous-Directeurs généraux pour la culture et les sciences exactes et naturelles ont fourni des informations complémentaires sur les activités de l'Organisation en Afghanistan. En conclusion, la Commission a décidé de recommander le projet de décision figurant au paragraphe 11 du document 170 EX/41 Partie I.

2.11 La Commission PX a examiné le point **9.5** "Un programme pour les langues à l'UNESCO" dans ses aspects relatifs au programme, avant que la Commission FA ne se prononce sur ses aspects financiers et administratifs. Le représentant de l'Islande - pays à l'origine de l'inscription de ce point à l'ordre du jour du Conseil - a expliqué que les langues sont au cœur du patrimoine culturel immatériel mondial, de sorte que l'UNESCO a le devoir moral et éthique de se pencher sur cette question. Pour sa part, le représentant du Directeur général a rappelé l'engagement de l'UNESCO en ce qui concerne l'importance des langues dans le contexte de la diversité culturelle. Il est temps pour l'UNESCO d'envisager une approche plus transversale, afin que la diversité linguistique soit mieux intégrée aux priorités sectorielles. Vingt-quatre orateurs ont appuyé la proposition de l'Islande en soulignant l'importance de la diversité linguistique pour la protection de la diversité culturelle et en tant qu'outil permettant de favoriser le dialogue entre les cultures et les civilisations ainsi que la cohésion sociale à l'intérieur des pays. Les intervenants ont mis notamment l'accent sur la préservation des langues en péril, sur la sauvegarde de la diversité linguistique dans les sociétés multiethniques, sur la nécessité de l'enseignement des langues maternelles, sur la promotion du multilinguisme dans le cyberspace, et sur la promotion de l'apprentissage des langues étrangères dans les politiques en matière d'éducation. Certains orateurs ont aussi fait référence à l'utilisation des langues au sein de l'Organisation. Tous les intervenants ont plaidé pour une approche stratégique intégrée de la question des langues à l'UNESCO et ont demandé à être mieux informés sur les initiatives et activités en cours, y compris sur les ressources tant humaines que financières qui leur étaient allouées. En conclusion, le projet de décision recommandé par la Commission PX a été transmis à la Commission financière et administrative qui vous en a fait part hier dans son rapport.

2.12 De toute évidence, la Commission FA nous a facilité la tâche quant à l'examen du point **3.6.2** "*Kitâb fi Jarîda* sous l'égide du Plan Arabia", présenté par le Koweït. En effet, comme l'a rappelé dans son introduction le représentant du Directeur général, M. Bouchenaki, ce point a été longuement examiné par la Commission FA qui a notamment considéré ses éventuelles incidences budgétaires pour l'UNESCO. Les cinq orateurs qui ont pris la parole ont souligné l'intérêt du projet *Kitâb fi Jarîda* pour la promotion de la diversité linguistique et pour le dialogue entre les cultures. Ce projet est mis en œuvre en dehors de l'UNESCO et, comme le Plan Arabia, il contribue à améliorer la diffusion du savoir et de la culture arabes. La Commission PX a donc approuvé le projet de décision tel que transmis par la Commission FA. Il figure au paragraphe 8 du document 170 EX/41 Partie I.

2.13 La Commission a aussi examiné le point **3.6.3** "Réseaux de villes créatrices au sein de l'Alliance globale pour la diversité culturelle", inscrit à l'ordre du jour à la demande du Royaume-Uni et préalablement examiné par la Commission FA. Les vingt et un membres qui ont pris la parole ont tous appuyé ce projet, qui propose le lancement d'un réseau international de villes créatrices, au sein de l'Alliance globale. Certains ont du reste souligné les liens de cette initiative avec les efforts de l'UNESCO pour la sauvegarde du patrimoine immatériel. Plusieurs intervenants ont noté les effets positifs que pouvait avoir le projet sur la visibilité de l'action de l'UNESCO, en

ce qui concerne notamment la valorisation des industries culturelles, le développement durable et la création d'emplois, le tourisme culturel et la coopération décentralisée internationale. Si les grandes villes constituent, a-t-on révélé, un véritable laboratoire en matière de diversité culturelle - et plusieurs orateurs ont exprimé le souhait que d'autres villes puissent se joindre aux réseaux - il ne fallait pas écarter, du moins à terme, la participation de villes plus petites. Enfin, il ne me reste qu'à vous faire part du souci exprimé par certains orateurs qui souhaitaient qu'une meilleure stratégie de coordination puisse s'établir entre les six réseaux de villes existant à l'UNESCO, de même que des préoccupations exprimées quant aux critères d'admission. L'utilisation de l'Internet a été évoquée à cet égard. À l'issue du débat, la Commission a décidé de recommander le projet de décision qui figure au paragraphe 9 du document 170 EX/41 Partie I.

2.14 La Commission a poursuivi ses travaux par l'examen du point **3.4.1** "Rapport du Directeur général sur les modalités de mise en œuvre d'une coopération et d'une solidarité Sud-Sud dans le domaine de l'éducation et sur l'étude de faisabilité relative à la création d'un fonds à cet effet". Après une brève introduction de la représentante du Directeur général, Mme Bah Diallo, les 20 membres qui se sont exprimés sur ce point ont appuyé l'initiative de l'UNESCO tendant à promouvoir la coopération Sud-Sud dans le domaine de l'éducation. Cette coopération Sud-Sud a été considérée comme un complément important de la coopération Nord-Sud aux fins de la réalisation des Objectifs du Millénaire pour le développement. Les représentants des États membres ont encouragé l'UNESCO à lancer un appel aux donateurs en vue de l'obtention de fonds additionnels pour la coopération Sud-Sud et il a été suggéré d'entreprendre une analyse plus large en tenant compte des activités existantes. Plusieurs orateurs ont demandé que l'on examine la possibilité d'accorder une attention accrue à la coopération Sud-Sud dans le document 33 C/5 et d'allouer à ces activités des fonds du Programme ordinaire en conséquence, ainsi que des ressources extrabudgétaires. On a aussi estimé important d'étendre la coopération Sud-Sud à d'autres domaines que l'éducation, selon une approche plurielle et programmatique, et d'encourager le partage des meilleures pratiques. La plupart des intervenants ont manifesté une préférence pour le renforcement des mécanismes de coopération existants. Des initiatives telles que le NEPAD et l'E-9 illustrent déjà la coopération Sud-Sud. La coopération interrégionale, en tant qu'exemple de coopération Sud-Sud, devrait être davantage encouragée. À l'issue du débat, la Commission a retenu le projet de décision qui figure au paragraphe 5 du document 170 EX/41 Partie I.

2.15 J'en viens maintenant au point **3.3** "Rapport du Directeur général sur l'exécution du Programme et budget au cours de l'exercice précédent" (2002-2003 - 33 C/3), qui avait été examiné au préalable par la Commission FA. Le représentant du Directeur général, M. Parsons, a insisté sur l'approche novatrice adoptée dans la rédaction du rapport, qui inclut les contributions des bureaux hors Siège et rend compte des résultats de l'exercice entrepris par le Service d'évaluation et d'audit (IOS) pour vérifier les informations contenues dans le document C/3. Il a aussi précisé que le document présenté constituait un outil destiné à faciliter la prise de décisions par le Conseil exécutif, la totalité du rapport étant disponible sur Internet. Les 13 orateurs qui se sont exprimés au cours du débat sur ce point ont salué les efforts du Secrétariat pour donner au rapport du Directeur général un caractère plus analytique et l'axer davantage sur les résultats. Des représentants ont néanmoins souligné la nécessité de continuer à améliorer le document en se penchant davantage sur les enseignements tirés et en présentant de manière plus claire les objectifs ainsi que les résultats attendus ; les programmes transversaux relatifs à l'éradication de la pauvreté ont été cités comme un exemple à suivre. Des informations plus précises ont également été demandées concernant les progrès réalisés dans le processus de décentralisation. Le projet de décision recommandé par la Commission figure au paragraphe 4 du document 170 EX/41 Partie I.

2.16 La Commission a poursuivi ses travaux par l'examen du point **8.4** "Rapport du Corps commun d'inspection (CCI) sur la réalisation de l'objectif de l'éducation primaire universelle

inscrit dans la Déclaration du Millénaire". La représentante du CCI a participé à cette séance et a exposé les grandes lignes de son rapport. Quatorze membres de la Commission ont pris la parole sur ce point. Si l'ensemble des orateurs ont accueilli favorablement le rapport du CCI, il a été aussi souligné que l'éducation primaire ne pouvait pas être examinée de manière indépendante et qu'il était nécessaire de considérer les différents niveaux de l'enseignement dans leur globalité. Une coordination accrue sur le terrain entre les organismes des Nations Unies qui agissent en faveur de l'éducation primaire universelle a également été jugée souhaitable. L'Organisation devrait aussi fournir des efforts supplémentaires en vue de recentrer ses activités, et des ressources additionnelles devraient être identifiées afin de financer diverses initiatives proposées. La Commission a reconnu l'importance du travail effectué par l'Institut de statistique de l'UNESCO (ISU), en tant que principal organisme chargé de fournir des données sur l'éducation au sein du système des Nations Unies. Certains orateurs ont considéré que davantage de ressources devraient être mises à la disposition de l'ISU, en provenance aussi bien de l'UNESCO que d'autres organismes des Nations Unies, pour améliorer et harmoniser les données statistiques en matière d'éducation aux niveaux national et international. L'importance du suivi des actions entreprises en accord avec les recommandations du rapport du CCI a aussi été soulignée. En ce sens, toute suite à donner au rapport devrait être affinée à la lumière de la poursuite des travaux concernant l'examen stratégique de la contribution de l'UNESCO aux activités de l'EPT. Le projet de décision figurant au paragraphe 10 du document 170 EX/41 Partie I reflète clairement cette exigence.

2.17 En ce qui concerne le point **5.2** "Observations du Directeur général sur les rapports d'évaluation externes présentés au cours de l'exercice 2002-2003", les évaluations considérées portaient sur l'action de l'UNESCO face au VIH/sida, l'équipe mobile d'experts pour l'EPT, les petites villes côtières historiques et le Programme hydrologique international (PHI). Les rapports ont suscité un vif intérêt, notamment en ce qui concerne la planification et la prise de décisions. Le Directeur d'IOS a présenté le document soumis au Conseil en se référant à la décision 167 EX/4.4 du Conseil exécutif concernant les observations du Directeur général sur les rapports d'évaluation externes. Cinq orateurs ont pris la parole lors du débat sur ce point. Il en est ressorti des avis partagés. D'une part, certains ont manifesté leur satisfaction quant au contenu du document de travail et aux activités entreprises dans ces quatre domaines. D'autre part, certaines interrogations ont été soulevées concernant la façon dont le Secrétariat ferait face aux faiblesses constatées par les évaluations. Certains intervenants se sont interrogés sur la manière de renforcer l'efficacité et l'efficacité des comités nationaux du PHI et d'améliorer la participation de la société civile. Le projet de décision recommandé par la Commission figure au paragraphe 6 du document 170 EX/41 Partie II Rev.

2.18 Le point **7.9** "Projet de Statuts du Comité consultatif pour les œuvres d'art" n'a pas suscité de débats. La Commission PX a examiné ce point dans ses aspects relatifs au programme après l'examen par la Commission FA de ses aspects financiers. La Commission PX recommande au Conseil exécutif d'adopter le projet de décision, incluant les Statuts du Comité, tel qu'il figure au paragraphe 7 du document 170 EX/41 Partie II Rev.

2.19 Nous arrivons maintenant au point **8.1** "Rapport du Directeur général sur la mise en œuvre des résolutions 32 C/50, 51 et 52 concernant le renforcement de la coopération avec la République d'Angola, la République de Côte d'Ivoire et la République démocratique du Congo". Le représentant du Directeur général, M. Tidjani-Serpos, en évoquant les grandes lignes de l'action de l'Organisation dans ces pays, a tenu à rappeler que, face à l'augmentation du nombre de pays en situation de conflit ou de postconflit en Afrique, l'Organisation avait été amenée à entamer une réflexion approfondie afin de mettre au point une stratégie d'action en la matière. Les quatre orateurs ont unanimement salué l'action de coordination menée par l'Organisation sur le terrain et son rôle de mobilisation de la communauté internationale en faveur de ces pays. Ils ont souligné

l'importance de l'aide à la reconstruction des systèmes éducatifs et souhaité qu'un accent particulier soit mis sur les contenus des programmes scolaires, dans lesquels doivent être intégrées les valeurs afférentes à la culture de la paix, au respect et à la tolérance. Dans sa réponse, le représentant du Directeur général a, à son tour, précisé que l'action de l'Organisation devait s'inscrire dans une approche intégrée, sous-régionale et à long terme. La Commission a décidé de recommander les trois projets de décision qui figurent au paragraphe 8 du document 170 EX/41 Partie II Rev.

2.20 Le point suivant était le point **9.1** "Rapport du Conseil d'administration de l'Institut de statistique de l'UNESCO (ISU) sur les activités de l'Institut". Le rapport a été présenté par la Directrice de l'ISU, Mme Lievesley, qui a dressé un rapide bilan des principales actions entreprises pendant la dernière année. L'Institut est l'organisme chef de file à l'échelle internationale pour la collecte de données sur l'éducation, la science, la culture et la communication, ce qui signifie qu'il a une responsabilité aussi envers d'autres organismes des Nations Unies. Un grand effort pour rationaliser la collecte des données a été fait, afin notamment d'éviter tout risque de duplication. Dix États membres ont pris la parole sur ce point, dont la majorité a salué les progrès accomplis par l'ISU et relevé la contribution précieuse que l'Institut peut apporter aux secteurs de programme de l'UNESCO. On a souligné l'importance des données fournies dans le domaine de l'éducation et de l'alphabétisation des adultes, ainsi qu'en ce qui concerne le phénomène de l'exode des compétences. Des questions ont aussi été posées au sujet de la formulation de nouveaux indicateurs, l'interaction entre indicateurs nationaux, régionaux et mondiaux et l'approche qualitative du traitement de certaines données. Plusieurs représentants ont noté le manque de ressources "sûres" pour l'Institut et, en conséquence, la difficulté de planifier ses activités. La Commission a aussi mis l'accent sur le défi que constitue pour l'Institut l'établissement d'un rapport phare sur la diversité culturelle. À ce sujet, il a été demandé à l'Institut d'associer, dans la mesure du possible, des experts nationaux à l'analyse des données, afin d'éviter toute mauvaise interprétation culturelle. À l'issue du débat, la Commission a décidé de recommander le projet de décision qui figure au paragraphe 9 du document 170 EX/41 Partie II Rev.

2.21 Chers membres du Conseil, la séance de mardi matin a été sans aucun doute marquée par la présence du docteur Taher Al-Bakaa, ministre de l'enseignement supérieur et de la recherche scientifique de l'Iraq, lors de l'examen du point **9.4** "Rapport du Directeur général sur les institutions culturelles et éducatives en Iraq". La représentante du Directeur général, Mme Rivière, s'est attachée à actualiser les informations mises à la disposition de la Commission. Elle a indiqué que la formation du Gouvernement intérimaire de l'Iraq avait permis à l'UNESCO de consolider son rôle de conseil dans les domaines de l'éducation et de la culture, et de jouer pour la première fois ce rôle dans d'autres domaines, comme les ressources naturelles, les droits de l'homme et le développement de médias pluralistes. Elle a aussi donné un bref résumé des projets d'assistance technique récemment approuvés et a souligné, à cet égard, la participation active du Bureau de l'UNESCO pour l'Iraq (temporairement situé à Amman) dans le processus de programmation stratégique intégrée adopté par le système des Nations Unies pour son intervention en Iraq. La Commission PX a ensuite entendu le Ministre de l'enseignement supérieur de l'Iraq, qui a tenu à remercier l'UNESCO pour son assistance et a souligné que, malgré la situation difficile, le nouveau gouvernement et le peuple iraquien avaient démontré leur détermination et leur engagement en faveur de la démocratisation et de la reconstruction. Il a demandé à l'UNESCO et à la communauté internationale d'intensifier leurs efforts afin de soutenir la mise en place d'une stratégie globale pour l'enseignement supérieur, visant à faire des universités iraquiennes de véritables lieux de liberté, de dialogue et de connaissance scientifique. Douze représentants ont pris la parole et ont unanimement tenu à exprimer leur solidarité avec le peuple iraquien et à remercier le Ministre de l'enseignement supérieur pour ses mots empreints de courage et de conviction. Ils ont aussi félicité l'UNESCO pour son action continue et renforcée, et encouragé l'Organisation à poursuivre ses efforts dans ses différents domaines de compétence. Plusieurs intervenants ont indiqué la volonté de

leur pays de partager ses compétences et de fournir des ressources financières additionnelles. À cet égard, certains ont souligné qu'il importait de revitaliser la coopération avec la Commission nationale iraquienne pour l'UNESCO et de renforcer la capacité du pays à participer activement aux mécanismes de la coopération internationale. L'éducation a été citée comme un facteur clé pour la construction de la paix en Iraq ; de même, dans le domaine de la culture, l'élaboration de politiques, la lutte contre le trafic illicite des œuvres culturelles et le renforcement des capacités nationales pour la sauvegarde du patrimoine immatériel ont été considérés comme des priorités particulièrement urgentes pour la revitalisation de la culture iraquienne. L'esprit de solidarité avec le peuple iraquien, qui a sous-tendu nos débats sur ce point, est reflété dans le projet de décision qui figure au paragraphe 11 du document 170 EX/41 Partie II Rev.

2.22 Chers collègues, la Commission a reconnu la légitimité de la préoccupation sous-jacente au point **3.6.4** "Utilisation abusive d'expressions et de symboles religieux". Le représentant de Sri Lanka a cité des exemples de la tendance croissante à l'utilisation d'images et d'expressions religieuses dans des contextes non religieux, notamment commerciaux, et les 13 orateurs qui se sont exprimés sur ce point - dont un observateur - ont insisté sur la nécessité de renforcer les activités liées au dialogue interculturel et interreligieux afin de promouvoir la connaissance des cultures et des religions du monde et de renforcer ainsi le combat contre l'ignorance. Un équilibre devait néanmoins être trouvé avec le respect de la liberté d'expression en tant que droit fondamental inscrit dans la Déclaration universelle des droits de l'homme, mais aussi comme instrument de dialogue et de respect. Le projet de décision recommandé par la Commission figure au paragraphe 3 du document 170 EX/41 Partie II Rev. Après approbation du texte, un orateur a néanmoins demandé une mise en forme rédactionnelle, notamment du paragraphe 4.

2.23 Notre dernière séance a été caractérisée par une grande lucidité de la part des membres de la Commission, accompagnée d'un esprit constructif et de coopération qui nous a permis, pas toujours sans difficulté, de parvenir à un accord. Aussi ai-je le plaisir de vous informer que la bonne volonté dont ont fait preuve les parties dans les échanges et les négociations menés ces derniers jours, notamment par M. l'Ambassadeur Francesco Caruso, représentant de l'Italie au Conseil exécutif chargé par le Président du Conseil de mener ces négociations en tant que facilitateur, a permis d'aboutir à un texte consensuel pour les deux projets de décision se rapportant respectivement au point **3.6.1** "Jérusalem et la mise en œuvre de la résolution 32 C/39 et de la décision 169 EX/3.7.1" et au point **9.3** "Application de la résolution 32 C/54 et de la décision 169 EX/8.1 concernant les institutions éducatives et culturelles dans les territoires arabes occupés". La décision de recommander l'adoption des deux projets de décision tels qu'ils figurent respectivement aux paragraphes 2 et 10 du document 170 EX/41 Partie II Rev. a donc été prise par consensus et sans débat. Permettez-moi de réitérer aujourd'hui mes remerciements à tous les représentants qui ont contribué à ce résultat. Je remercie l'ensemble des acteurs concernés pour les efforts qu'ils ont déployés et qui ont permis de parvenir à ce consensus, notamment M. l'Ambassadeur d'Italie, M. l'Ambassadeur d'Israël et M. l'Observateur de la Palestine, pour la manière dont ils ont facilité les travaux de la Commission, sans oublier, bien entendu, le Président du Conseil exécutif.

2.24 J'en viens maintenant à notre dernier débat. Comme vous le savez, à la demande du Groupe de rédaction, la Commission PX a accepté de réexaminer deux projets de décision relevant du point **4.1** concernant le terrorisme, qui lui avaient été initialement transmis. Les membres de la Commission, notamment les auteurs des deux projets de décision, ont fait preuve d'un grand esprit de coopération et de nombreux États ont bien voulu accepter de constituer un groupe informel chargé de parvenir, à partir des deux projets initiaux, à un nouveau projet de décision pour examen par la Commission. C'est ainsi que la Commission PX a examiné ce nouveau texte lors d'une séance, certes longue, mais qui témoigne du caractère sensible et actuel du thème traité, reconnu

d'ailleurs par tous les membres de la Commission. On a relevé le manque de temps pour une consultation approfondie des autorités nationales. Certains intervenants ont soulevé la question de l'utilité et de l'opportunité d'un projet de décision en la matière. Mais l'ensemble des membres de la Commission n'ont pas ménagé leurs efforts pour parvenir à l'établissement du projet de décision qui figure au paragraphe 5 du document 170 EX/41 Partie II Rev. Je crois me faire l'écho de la Commission en disant que ce projet de décision ne prétend pas constituer une réponse à un problème aussi complexe que le terrorisme, pour lequel la recherche de solutions doit se faire aussi dans d'autres enceintes. Sa finalité est de reconnaître et de revitaliser les activités présentes de l'UNESCO - bien entendu dans les domaines de compétence de cette dernière et dans le cadre de son mandat - et, d'autre part, d'identifier d'éventuelles pistes pour une action future.

2.25 Monsieur le Président, il ne me reste qu'à partager avec vous et cette honorable assemblée deux réflexions que m'inspirent les travaux menés par la Commission PX à cette session du Conseil exécutif. Tout d'abord, je relève que ces travaux ont été caractérisés par une interaction accrue et fort riche et un dialogue nourri entre les membres de la Commission et les hauts représentants du Secrétariat, interaction et dialogue dont chacun s'est félicité et qui s'inscrivent, Monsieur le Président, dans la dynamique que vous avez déjà instaurée en plénière. Ce qui suscite l'éternelle tension entre le besoin d'approfondir la discussion et l'impératif de terminer l'examen des points dans les délais fixés. La deuxième réflexion est un constat : les débats et les conclusions sur certains points inscrits à notre ordre du jour, notamment sur l'EPT, ont montré - me semble-t-il - que le Conseil exécutif peut jouer, dans un esprit constructif, un rôle mobilisateur des capacités humaines et matérielles de l'Organisation.

(The speaker continued in English)

2.26 I would like to conclude this presentation by expressing my sincere gratitude to the members of the Commission for their understanding, support and commitment to dialogue. I apologize if I have omitted elements of our deliberations. Let me thank, in particular, the Director-General and his Assistant Directors-General for providing useful explanations and relevant documents. Let me also thank the secretariat of the Executive Board and, in particular, the secretariat of our Commission for facilitating my duties as Chairman. My gratitude also goes to our technical assistants, room clerks and interpreters for their valuable assistance. Finally, I should like to thank you, Mr Chairman, Ambassador Wrede, for your personal commitment and professional interest in the programme aspects of the Executive Board's work.

3. The CHAIRMAN, on behalf of the Executive Board, thanked the Chairman and members of the Programme and External Relations Commission, their supporting staff and the members of the Secretariat for the excellent work that they had accomplished. After recalling Rule 47 of the Rules of Procedure requiring the Board to adopt the entire set of draft decisions recommended by a plenary commission as a whole, unless a Member State requested that a specific decision be adopted separately, he requested representatives who so wished to state which decisions should be discussed separately. Noting that there was no objection to the report, he invited Members to adopt the draft decisions contained therein.

4. The draft decisions contained in document 170 EX/41 Parts I and II Rev. were adopted.

REPORT AND DRAFT DECISION RECOMMENDED BY THE DRAFTING GROUP ON
ITEM 4.1

Item **4.1** PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR THE DRAFT PROGRAMME AND BUDGET FOR 2006-2007 (33 C/5) (170 EX/12 Parts I (A) and Addenda and Corr., I(B), I(C), II and III; 170 EX/INF 3; 170 EX/INF.4; 170 EX/INF.8)

Draft decision in document 170 EX/PLEN/DR.1

5.1 Ms INAYATULLAH (Pakistan) (Chairman of the Drafting Group) *in extenso*:

Mr Chairman, Mr Director-General, distinguished delegates, dear colleagues, the terms of reference of the Drafting Group were to prepare a synthesis, constituting a draft decision on the basis of the preliminary proposals by the Director-General for the Draft Programme and Budget for 2006-2007 (33 C/5), their presentation by the Director-General, the debates held in plenary meetings, the reply of the Director-General and the results of the deliberations of the Programme and External Relations (PX) Commission and the Finance and Administrative (FA) Commission.

5.2 Colleagues, the Drafting Group on item **4.1** first met on 7 October to agree on its methods and calendar of work. It then held six meetings from Friday 8 October to Tuesday 12 October 2004, including a Saturday meeting, and I am pleased to report that no late night meetings were needed – and that is only because the 18 members and their alternates were a dream team; I was truly honoured to be elected by them Chairman of the Drafting Group. My most sincere thanks to every member of the Drafting Group, whom I see scattered around the room, for their excellent collaboration and contribution. Above all, my thanks to my most distinguished neighbour and colleague from the United Republic of Tanzania, who was elected Temporary Chairman of the Drafting Group. Indeed, what would we do without African wisdom? Thank you, Sir.

5.3 The secret of the Drafting Group's success was, if I may say so, a simple ABC: A for ability: the Drafting Group had a great deal of ability; B for breaks: the group had the breaks it needed, and sailed through with unanimity; C for courage, of which there was no shortage in the group. The result of our effort lies before you in document 170 EX/PLEN/DR.1. The draft decision consists of a text of 102 paragraphs. Included under section IV "Budget Issues", is the draft decision pertaining to document 170 EX/12 Part III adopted by the wise FA Commission, and transmitted to us for inclusion in the draft decision. The text of the draft decision proposed by the Drafting Group, combined with the draft decision proposed by the FA Commission, therefore constitutes, in 102 paragraphs, the complete action by this Board concerning the preparations to be undertaken for document 33 C/5. The Drafting Group also received draft decisions from the PX Commission, which have been incorporated into the text. In the case of two draft decisions, we examined how best to integrate and reflect them in the umbrella decision on the preparation of document 33 C/5. These draft decisions were on item **9.5** on the introduction of an intersectoral programme for languages at UNESCO, and 170 EX/PX/DR.5, as revised by the PX Commission, on the implementation of existing and new mechanisms for UNESCO action against terrorism. They have been taken into account and reflected in what we believe is an appropriate manner in the text of the draft decision before you. I would be failing in my duty if I did not acknowledge and thank brother Mustapha, Chairman of the PX Commission, for steering the discussion on both these issues, which attracted intense debate.

5.4 Colleagues, as mentioned earlier, the proceedings of the Drafting Group were visionary and substantive. It was agreed that two matters, which were discussed and are not included in the draft decision, would be covered by my oral report. The first matter involved the question of introducing different levels of priorities, other than the present distinction between "principal" and "other" priorities, for programme action in document 33 C/5. Some members of the Drafting Group

considered that setting up a more detailed ranking order would facilitate further programme concentration. Other members, while supporting the idea, considered that such a change was not desirable, or possible, as it was the last biennium of the present Medium-Term Strategy period. It was agreed that this matter should be revisited when preparing the budget for the subsequent biennium (2008-2009), in the context of the Medium-Term Strategy for 2008-2013 (34 C/4). The other matter pertained to Major Programme V “Communication and information”. The representative of the Russian Federation suggested that efforts should be made to promote an “information culture” as a fundamental basis for social and economic development in the context of the emerging information society. While appreciating the intention of this proposal, members of the Drafting Group felt that this new concept, emanating from the work of the Information for All Programme (IFAP) might be taken more appropriately into account by the Director-General when preparing the draft C/5 document. Therefore the Drafting Group agreed to suggest to the Director-General, through this report, that he consider an appropriate reflection of this concept in draft document 33 C/5.

5.5 Mr Chairman, in conclusion, may we acknowledge the observer Member States which contributed to our work and, last but certainly not least, on behalf of all members of the Drafting Group, a million thanks to the representative of the Director-General, Mr Hans d’Orville, Director of the Bureau of Strategic Planning. He has all the qualities of a wizard: abracadabra, and he produces just what is needed, be it information, cross-references, advice or language. And bravo to his team, pleasantly young and very competent. We thank the interpreters for enabling us to talk and understand each other through a simultaneous conversation in six languages. Our efforts have been to keep the draft concise, focused and comprehensive. A conscious effort was made by your 18 representatives to take account of the views and concerns expressed by our colleagues during the debate on item 4.1, or as transmitted to us.

5.6 Mr Chairman, I now have much pleasure in presenting to you and the Board, draft decision 170 EX/PLEN/DR.1 for adoption. Before passing this very important draft decision to you, Mr Chairman, I should like to request Board Members to make two corrections to the text. The first is in paragraph 55. Could you please delete after the words “such as RBM”, the words “and the ability to play an effective role in interagency and United Nations country team activities”, because these words are already reflected in paragraph 54. The second correction, to be made to paragraph 33, concerns the insertion of the number of the Executive Board’s decision. That number has just been provided by the President of the PX Commission. This will be done by the Secretariat. Mr Chairman, I now have much pleasure in submitting this draft decision to you. Thank you, Sir.

6. The CHAIRMAN thanked the Chairman of the Drafting Group, and congratulated her on the excellent work that she had accomplished together with colleagues from the Board and the Secretariat. He said that he was amazed by the impressive result that had been achieved in just a few days.

7.1 Mr WILTSHIRE (Australia) thanked the Chairman of the Drafting Group for her work and report. As a past Chairman of that group, he knew that the task was a laborious one that required a great deal of energy. He also congratulated the Bureau of Strategic Planning, and commended Mr Hans d’Orville for his wizardry. He did not think, however, that the process, which he considered too reactive, was a very effective way for the Executive Board to participate in drawing up the Organization’s Programme and Budget, and he hoped that the Working Group on the three organs would consider ways of improving it to ensure that the Executive Board might play a more informal and participatory role in that regard. Noting that the forthcoming biennium would be the last one under the current Medium-Term Strategy, which was supposed to be a rolling strategy, he observed that although some amendments and changes had been made, nothing had yet been done to reorient action. In that regard, he was grateful that some new directions for the next Medium-

Term Strategy had been signalled in two paragraphs in the draft decision submitted by the Drafting Group.

7.2 He then proposed that paragraph 57 be amended by replacing “funded by resources” by “fully funded from the regular budget” to bring the wording into line with the resolution passed by the Asia and the Pacific group in the regional consultation on the C/5 and C/4 documents.

8. Ms INAYATULLAH (Pakistan) (Chairman of the Drafting Group on item 4.1) was certain that the Drafting Group would not object to the insertion of “fully” before “funded”, but said that the word “regular” had been deleted from the text after discussion because the Drafting Group had considered that costs should not be confined to the regular budget in case funds were available from extrabudgetary sources or from contributions by the host country.

9. The DIRECTOR-GENERAL supported the statement made by the Chairman of the Drafting Group, and said that it should not be assumed that all consultations must be fully funded from the regular budget to the exclusion of all other possibilities. The regular budget was becoming tighter and tighter, and it might therefore not be possible to fund those consultations fully from it.

10. Mr WILTSHIRE (Australia) thanked Ms Inayatullah for her explanation. He was somewhat disturbed, however, by the Director-General’s very last words. From the point of view of the Asia and the Pacific group, the consultations on the drafting of the C/5 and C/4 documents were part of UNESCO’s core functions. The Director-General should always assume that he would have to fund such consultations fully, having made accurate estimates of their costs to be covered from the regular budget. He would, however, have no objection if funds from a Member State, a sponsor or an extrabudgetary source could also be found. His main concern was that under no circumstances should the Participation Programme be used to fund those consultations; he feared that the back door might be opened to enable Member States to help to fund the cost of the consultations under their national Participation Programme requests. The operative words in paragraph 57 being “excluding the Participation Programme”, he was prepared to withdraw his amendment on the clear understanding that under no circumstances would any component of the Participation Programme be used to fund those consultations, whether they be regional, subregional or national, and as long as that was the clear understanding in the Board, he accepted the logic of Ms Inayatullah’s comments, and would withdraw the amendment.

11. The DIRECTOR-GENERAL acknowledged that with regard to the Participation Programme, there had been a mistake which had been rectified, and would never be made again. He was therefore in complete agreement with the representative of Australia as far as the Participation Programme was concerned. While he agreed that the major part of consultations should be funded from the regular budget, the possibility of resorting to other resources should nevertheless be maintained. If a host government volunteered contributions, there was no reason to refuse such funding.

12. The CHAIRMAN thanked the representative of Australia for his offer to withdraw the amendment.

13. Mr MOLNÁR (Slovakia) commended the document submitted by the Drafting Group, and proposed that in paragraph 37, the words “and qualitative” be inserted after “quantitative”.

14. The amendment to paragraph 37 was adopted.

15. M. GUEGUINOU (France) souhaiterait que le texte du paragraphe 33 du projet de décision, qui concerne le terrorisme, soit aligné sur celui de la décision que le Conseil a approuvée

précédemment sur la même question lorsqu'il a adopté le rapport de la Commission PX. Il propose donc de remplacer ce texte par celui du paragraphe 8 de la décision déjà adoptée sur le point 4.1 au paragraphe 5 du document 170 EX/41 Partie II Rev.

16. The CHAIRMAN recalled the tradition in the Board that a text that already existed should not be repeated. He wondered whether the current text of paragraph 33 should stand inasmuch as it was already fully reflected in paragraph 8 of the decision that had just been adopted. In the interests of cost efficiency and paper efficiency, paragraph 33 might be deleted from the Drafting Group's proposal.

17. Mr YUSUF (Legal Adviser) said that there were two options before the Board, which could either delete paragraph 33 of 170 EX/PLEN/DR.1, as proposed by the Chairman, or amend that paragraph to bring it into line with paragraph 8 of the decision adopted on item 4.1 in paragraph 5 of document 170 EX/41 Part II Rev., as proposed by the representative of France.

18. M. GUEGUINOU (France) précise qu'il s'agit moins d'une modification que d'une substitution. Il rappelle que le texte déjà adopté a donné lieu à de très longs débats.

19.1 Ms INAYATULLHAH (Pakistan) (Chairman of the Drafting Group on item 4.1) stressed that the representative of France merely wished paragraph 33 of 170 EX/PLEN/DR.1 to be replaced by the exact wording of paragraph 8 of the decision adopted on item 4.1 on the recommendation of the PX Commission. There was a great deal of logic in that proposal; on behalf of the Drafting Group, she moved that it be adopted.

19.2 She further clarified that the text of paragraph 33 had been transmitted to the Drafting Group after approval by the PX Commission and, in accordance with the procedure in force, the text had been included in the document drawn up by the Drafting Group.

20. The CHAIRMAN stressed that it was not necessary to have exactly the same text twice, but since the Board so desired, the exact wording of paragraph 8 of the decision recommended by the PX Commission that had just been adopted would be substituted for the current text in paragraph 33 of document 170 EX/PLEN/DR.1. He nonetheless considered that kind of duplication to be superfluous and illogical.

21. The amendment to paragraph 33 was adopted.

22. M. CARUSO (Italie) souhaiterait apporter deux modifications au paragraphe 99 du projet de décision. La première consiste à remplacer, à la première ligne de l'alinéa (b), les termes "programmes prioritaires" par les termes "priorités principales" de façon à assurer la cohérence, sur le plan conceptuel, avec les paragraphes 18, 19 et 20 relatifs à la concentration et la hiérarchisation du programme. La seconde est la suppression de l'alinéa (e). En effet, soit cet alinéa doit se comprendre comme signifiant qu'on envisage d'utiliser des fonds extrabudgétaires dont l'obtention est sûre pour appuyer l'exécution "des" programmes auxquels ces fonds sont affectés, et il est alors superflu ; soit il signifie que des fonds extrabudgétaires seront affectés à l'exécution "du" programme, c'est-à-dire d'activités comme celles qui sont énumérées à l'alinéa (d) précédent, ce qui serait inacceptable pour l'Italie car contraire à sa législation régissant la coopération et à l'accord conclu entre elle et l'UNESCO en la matière.

23. The CHAIRMAN said that he was very hesitant to open up discussion on a text on which a delicate consensus had been reached first in the Finance and Administrative Commission and then in the Drafting Group. In the absence of the Chairman and Temporary Chairman of the Finance and

Administrative Commission, he asked a member of the Secretariat to comment on the proposed amendment.

24. Mr BARBOSA (Deputy Director-General) explained that the FA Commission had considered that the areas mentioned in subparagraph (d) should be funded under the regular programme in document 33 C/5, but that opportunities to obtain specific extrabudgetary resources to assist in programme delivery should not be excluded. Subparagraph (e) had accordingly been drawn up to provide for the possibility of using extrabudgetary funds. The spirit of the text was therefore different from the interpretation of the representative of Italy inasmuch as the intention was not to use extrabudgetary funds originally obtained to support one activity for some other activity. The subparagraph might be reworded to better reflect the spirit in which it had been drafted.

25. M. CARUSO (Italie), rappelant que son pays est le plus important contributeur en matière de fonds extrabudgétaires, souhaite qu'il soit clairement précisé que les fonds extrabudgétaires seront affectés exclusivement aux programmes au financement desquels ils sont destinés, faute de quoi l'Italie serait dans l'impossibilité d'accepter le paragraphe 99.

26. Ms MUKHERJEE (India) stressed that subparagraph (e) represented a very careful compromise, and that any effort to reopen discussion on the subject might result in the unravelling of the entire text, on which the Drafting Group had spent more than three and a half hours. During the negotiations, in which the representative of Italy had participated actively, numerous delegations had wanted the regular budget and extrabudgetary funds to be considered together, but that had not been acceptable to many other delegations. The Drafting Group had deliberately used the word "secured" to make it clear that the text concerned extrabudgetary funds that were intended for the delivery of particular programmes, and had put the text in a separate subparagraph (e) because the inclusion of that idea in subparagraph (d) had been unacceptable to many delegations. It had taken nearly one and a half hours to draw up subparagraph (e), and she strongly appealed to those delegations whose delegates had attended the proceedings and had participated in the compromise not to reopen the debate on the text of subparagraph (e) in order to avoid reopening discussion on paragraph 101 as well.

27. Mr VARGAS (Brazil) said that matters could be simplified and satisfaction could be given to the representative of Italy by using the words "consider the possibility of using appropriate secured extrabudgetary funds", in which case "appropriate" would mean funds that were legal; it would thus be clear to the Director-General that he was allowed to use only the appropriate funds.

28. Г-н КАЛАМАНОВ (Российская Федерация) выражает понимание озабоченности представителя Италии и предлагает включить в конце подпункта (е) пункта 99 обсуждаемого проекта решения следующую формулировку: «за исключением программ, направленных на решение административных вопросов».

(28) Mr KALAMANOV (Russian Federation) said that he understood the concern of the representative of Italy, and proposed inserting at the end of subparagraph (e) of paragraph 99 of the draft decision under discussion the following words: "with the exception of programmes aimed at resolving administrative questions".

29. Mr SATO (Japan), addressing the concerns expressed by the representative of Italy in regard to that country's regulations, and in the same spirit as the representative of the Russian Federation, proposed inserting at the end of subparagraph (e) the words: "provided that this is in accordance with all relevant regulations of UNESCO and of the governments concerned".

30. Le DIRECTEUR GÉNÉRAL dit que l'Italie est en effet le premier donateur de fonds extrabudgétaires et assure son représentant qu'il ne saurait être question d'affecter de tels fonds sans l'accord du pays qui les a octroyés. Il suggère que le Conseil adopte la proposition du Japon, qui a le mérite de lever toute éventuelle ambiguïté.

31. M. CARUSO (Italie) dit qu'il se satisfera de cette proposition pourvu qu'il soit consigné dans le compte rendu de la séance que l'Italie ne peut pas accepter que des fonds extrabudgétaires soient utilisés pour des nécessités ou pour l'exécution de programmes incompatibles avec l'accord conclu en 1982 entre l'Italie et l'UNESCO concernant l'octroi de tels fonds.

32. The amendment proposed by Japan to subparagraph 99(e) was adopted.

33. The draft decision contained in document 170 EX/PLEN/DR.1, as amended, was adopted.

34. Mr EINARSSON (Iceland) extended warmest congratulations to Ms Inayatullah, Mr Sheya, the entire Drafting Group and Mr Hans d'Orville and his team.

35. M. LAKATOS (Hongrie), faisant observer que le Groupe de rédaction était présidé par Mme Inayatullah, propose de remplacer la mention "Président" par "Présidente" dans l'en-tête du projet de décision indiquant la composition du Groupe, et d'apporter, le cas échéant, une modification analogue aux autres versions linguistiques du document, notamment la version anglaise.

36. Mme BENNANI (Maroc) propose de faire de même avec la mention "Vice-Président" qui suit le nom de la République-Unie de Tanzanie, puisque cette fonction a été exercée elle aussi par une femme.

37. The CHAIRMAN said that the moment had come to applaud the translators, who had done a wonderful task in translating the Board's documents into six languages, and without whom the Board would have been unable to continue its deliberations with such success. He warmly thanked the Chairman and members of the Drafting Group and the secretariat staff for the amazing and successful work they had accomplished, which had resulted in substantial advances.

Item 9.7 DATES OF THE 172nd SESSION (INCLUDING THE MEETINGS OF THE SUBSIDIARY BODIES) (170 EX/INF.9 Rev.) AND PROVISIONAL LIST OF THE MATTERS TO BE CONSIDERED BY THE BOARD AT ITS 171st SESSION (170 EX/INF.6).

38. The CHAIRMAN recalled that the Board had decided at the 169th session that the 171st session would begin on 12 April and end on 28 April 2005. The dates proposed for the 172nd session, contained in document 170 EX/INF.9 (Rev), were the outcome of extensive consultations among the various regional groups and in the Bureau.

39. The dates of the 172nd session were approved.

40. The DIRECTOR-GENERAL proposed that as a logical consequence of the dates of the 172nd session of the Executive Board, the 33rd session of the General Conference would begin on Monday 3 October and end on Friday 21 October 2005. He planned to hold the Youth Forum, as in the past, in the period between the Executive Board and the General Conference, if the Member States so wished.

41. The CHAIRMAN reminded Board Members that they had received the provisional agenda of the 171st session on 1 October, and stressed that the list of items was provisional and would be supplemented by all the relevant decisions of the Board.

42. Mr WILTSHIRE (Australia) thanked the Director-General for his remarks concerning the Youth Forum. With regard to the provisional agenda of the 171st session of the Board, he requested that 32 C/Resolution 48 “Sustainable development of small island developing States: further implementation and review of the Barbados Programme of Action (Barbados+10)” be included among the references relating to the very first item, and that the matter be addressed in the Director-General’s report on the execution of the programme adopted by the General Conference.

43. Mr PIGOT (Suriname), recalling that the Board traditionally held a closing meeting for outgoing members during the General Conference, asked whether some indication should be given of the date on which that meeting would be held.

44. The CHAIRMAN, wondering whether such a meeting should be held at all, replied that consideration would be given later to whether the closing meeting would be held before or during the General Conference.

45. La Sra. LÓPEZ (Venezuela), recordando que todos los Estados Miembros han destacado la trascendencia de las cuestiones científicas, no sólo en la Conferencia Mundial sobre la Ciencia sino en muchos otros foros, e invocando el párrafo 2 del Artículo 5 del Reglamento del Consejo Ejecutivo, reitera su petición de que en el orden del día de la 171ª reunión del Consejo se inscriba un nuevo punto referente a la importancia de la ciencia y de los centros de excelencia asociados a la UNESCO, y señala que su propuesta cuenta con el apoyo del Ecuador.

(45) Ms LÓPEZ (Venezuela), recalling that all Member States had stressed the importance of scientific issues, not only at the World Science Conference, but also in many other forums, and invoking Rule 5, paragraph 2, of the Rules of Procedure of the Executive Board, reiterated her request that a new item on the importance of science and of the centres of excellence associated with UNESCO should be included in the agenda of the 171st session of the Board, and stated that her proposal had the support of Ecuador.

46. The CHAIRMAN replied that the item would be placed on the agenda in accordance with Rule 5 of the Rules of Procedure.

The meeting rose at 12.10 p.m.

TENTH MEETING

Thursday 14 October 2004 at 3.10 p.m.

DATE OF THE ANNUAL INFORMATION MEETING

1. The CHAIRMAN informed the Board that after consultation with the Director-General, and in conformity with the provisions of 155 EX/Decision 5.4, the annual meeting with the Director-General would be held on 27 January 2005.

Item 8.5 PARTICIPATION OF THE EUROPEAN COMMISSION IN THE INTERGOVERNMENTAL MEETING OF EXPERTS (CATEGORY II) ON THE PRELIMINARY DRAFT CONVENTION ON THE PROTECTION OF THE DIVERSITY OF CULTURAL CONTENTS AND ARTISTIC EXPRESSIONS (170 EX/37)

Draft decision submitted by the United Kingdom of Great Britain and Northern Ireland in document 170 EX/PLEN/DR.2

2.1 Mr CRADDOCK (United Kingdom) said that he was speaking on behalf of the Netherlands Presidency of the European Union, which represented the 25 Member States of the European Union, all of them also Member States of UNESCO, eight of them (the United Kingdom, France, Germany, Italy, Czech Republic, Hungary, Slovakia and Slovenia) currently Members of the Board.

2.2 The draft decision under consideration concerned a purely procedural matter that was not complicated. It was an unusual one for UNESCO, but not for the international system as a whole, and reflected the way in which the democratic system of the European Union had evolved. The European Commission often negotiated on behalf of the European Union's Member States – it had done so, for instance, on the World Health Organization's Framework Convention on Tobacco Control. It did so because the 25 Member States had agreed to hand over competence to the central European Union institutions on certain issues, for instance, trade. The Member States were no longer able to negotiate individually or collectively on such matters, or to undertake international obligations in areas falling within the competence of the European Community.

2.3 It was most likely that certain aspects of the convention on cultural diversity would fall within the competence of the European Community, and the European Commission would therefore be given a mandate to negotiate those areas of the draft convention on behalf of the Member States.

2.4 The draft decision concerned the procedures that would be required if the European Commission was to play its role in the normal way. It asked the Board to approve the Commission's participation in the negotiations in the intergovernmental meeting of experts to be held in February 2005, before the 171st session of the Executive Board. While the Commission currently had observer rights, those were likely to be insufficient for it to assume its normal role in the negotiations. It would be appreciated if the Executive Board would consider the possibilities available within UNESCO's legal framework to ensure the normal participation of the European Commission in areas where its Member States had given it the duty to act, and thus for the Commission to be given extended rights as set out in paragraph 4 of the draft decision. The text in question explicitly stated that those rights would be restricted at present to the intergovernmental meeting of experts on the draft convention on cultural diversity.

2.5 To recapitulate, although such arrangements would be new to UNESCO, they had been agreed elsewhere; the draft decision concerned procedure and not substance, and was restricted to

the draft convention on cultural diversity. Finally, failure to accept the proposal would hinder the participation of the European Commission and the 25 Member States of the European Union in the meetings on the draft convention, an important cornerstone of UNESCO's work.

3.1 Ms OLIVER (United States of America) said that one of UNESCO's top priorities in the cultural area was to achieve consensus on the draft convention on the protection of the diversity of cultural contents and artistic expressions. Her country was actively engaged in that process, and accordingly had included leading cultural figures in its delegation to the intergovernmental meeting held in September 2004. Her European colleagues also attached great importance to the convention on cultural diversity, but the Board should ask whether that was justification for upsetting longstanding rules of procedure both at UNESCO and in the broader United Nations family.

3.2 Traditionally, the European Commission participated in meetings such as the one under discussion with normal observer rights, which afforded it ample opportunity to set forth its views. Its interests could also be represented effectively by the country holding the Presidency of the Council of the European Union and by other European Union Member States.

3.3 Under the Charter of the United Nations, only States could be members of the United Nations. The desire of the European Commission to negotiate on behalf of the European Union Member States did not change that basic fact. The Board had been told that certain aspects of the convention might fall within the competence of the European Community. How could the Board be certain of that? What aspects were they? The purpose of the draft convention was to protect and promote cultural diversity. Did the various States lack the ability to discuss cultural issues? It was not, in principle, a trade convention; if it were, it should perhaps come under the auspices of the World Trade Organization.

3.4 She understood how complicated the matter was for her friends who were part of the European Union. However, the idea that the European Commission could speak at the same time as UNESCO Member States and have the same right to introduce proposals and amendments to the texts under consideration as UNESCO Member States while maintaining its observer status was highly problematic, and set a very bad precedent.

3.5 The prospect of the European Commission and delegations of European Union Member States taking turns speaking, depending on whether or not the topic being discussed came under the yet to be defined mandate of the European Community was equally problematic. Given the complexity of the draft convention, how would it be decided who would speak when? It might make for an interesting process to watch, but was unlikely to help the deliberations. She was also profoundly concerned that the draft decision referred to "regional integration organizations" in the plural – what, she asked, did that mean, and what sort of precedent might it set?

3.6 The forthcoming intergovernmental meeting would begin the serious and difficult process of negotiating a binding convention, which would need to be ratified by UNESCO Member States. That would include the European Union Member States, but presumably not the European Commission. Was it appropriate to have certain, as yet undefined aspects of the convention negotiated by an entity that could not sign it? While the Commission had participated in bodies such as the United Nations Economic and Social Council, that had not involved the negotiation of a binding intergovernmental convention.

3.7 The integration of 25 European States was a grand and glorious idea, and the European Commission's opinions, as an observer, on the cultural diversity convention were to be welcomed. However, her country could see no need to modify longstanding rules and procedures, and it

therefore strongly opposed the draft decision requesting enhanced rights for the European Commission.

٤.١ أعلن السيد العواضي (اليمن) أن بلده لا يستطيع أن يحدد موقفه من مشروع القرار الخاص بمشاركة المفوضية الأوروبية في الاجتماع الدولي الحكومي للخبراء إلا بعد أن تتم الإجابة عن عدد من التساؤلات التي يطرحها مشروع القرار. واقترح، في هذا الصدد، أن يطلب المجلس التنفيذي من المستشار القانوني، وقبل أن يدلي أعضاء المجلس بتعليقاتهم على مشروع القرار، أن يبين ما إذا كان من الممكن الجمع بين وضع المراقب والتمتع، في نفس الوقت، بحقوق تفوق حقوق المراقب. وقال إن التساؤل الأول يتمثل فيما إذا كان من شأن الجمع بين هذين الأمرين أن يؤثر على وضع المراقبين الآخرين، وإلى أي حد يمكن الجمع بين صفة المراقب، وفقا للوائح اليونسكو، والصفة الجديدة، إذ أن من شأن هذا الجمع أن يمنح المفوضية الأوروبية صلاحيات واسعة وهو ما أوضحه ممثل المملكة المتحدة.

٤.٢ أما التساؤل الثاني، فمفاده هو أن عنوان مشروع القرار: مشاركة المفوضية الأوروبية في الاجتماع الدولي الحكومي للخبراء (الفئة ٢)، في حين أن نص مشروع القرار لا يطلب مشاركة المفوضية الأوروبية في اجتماع الخبراء فقط، وإنما المشاركة بهذه الصفة أيضا في الدورتين القادمتين للمجلس التنفيذي، وفي المؤتمر العام. وبالتالي، ما مدى اتساق هذه المشاركة "الخاصة" مع لوائح اليونسكو؟

٤.٣ أما التساؤل الثالث، فيتمثل في أن مشروع القرار يطرح إمكانية أن تطلب بعض المنظمات الإقليمية التمتع بنفس الحق الذي تريد أن تتمتع به المفوضية الأوروبية. فهل هناك منظمات إقليمية أخرى تنطبق عليها الشروط الواردة في الفقرة ٤ من مشروع القرار، وبالتالي سيكون من حقها المشاركة في الاجتماع الدولي الحكومي للخبراء بهذه الصفة الجديدة؟

٤.٤ وأشار ختاما إلى أن من الأفضل أن تسمى "اللجنة الأوروبية" باللغة العربية "المفوضية الأوروبية" وذلك تفاديا لإثارة أي التباس.

(4.1) M. ALAWADHI (Yémen) dit que son pays ne saurait se prononcer sur le projet de décision relatif à la participation de la Commission européenne à la réunion intergouvernementale d'experts avant qu'il ne soit répondu à un certain nombre d'interrogations suscitées par ledit projet. Il propose donc que le Conseil exécutif demande au Conseiller juridique de l'Organisation, avant que les membres du Conseil ne fassent des observations sur le projet de décision, d'indiquer si, à son avis, il est possible de concilier le statut d'observateur et l'exercice de droits supérieurs à ceux reconnus aux observateurs. La première question est de savoir si la coexistence de ces deux éléments aurait des répercussions sur le statut des autres observateurs et dans quelle mesure il serait possible de concilier la qualité d'observateur au sens des règles en vigueur à l'UNESCO et la nouvelle qualité d'observateur qui serait ainsi créée car, si cette dernière lui était reconnue, la Commission européenne se verrait conférer des compétences étendues, comme l'a expliqué le représentant du Royaume-Uni.

(4.2) La deuxième interrogation tient au fait que le projet de décision s'intitule : "Participation de la Commission européenne à la réunion intergouvernementale d'experts (catégorie II)...", alors que, dans le corps du texte, il est question non seulement de la participation de la Commission européenne à la réunion d'experts mais également de sa participation avec le même statut aux deux sessions suivantes du Conseil exécutif et à la

Conférence générale, ce qui pose le problème de la compatibilité de cette participation "spéciale" avec les règles en vigueur à l'UNESCO.

(4.3) La troisième interrogation tient au fait que le projet de décision crée la possibilité que d'autres organisations régionales demandent à jouir du droit revendiqué par la Commission européenne. Existe-t-il d'autres organisations régionales qui remplissent les conditions visées au paragraphe 4 du projet de décision et seraient de ce fait en droit de participer à la réunion intergouvernementale d'experts en vertu de ces nouvelles dispositions ?

(4.4) M. Saad propose, pour conclure, de modifier la traduction arabe de l'expression "Commission européenne", afin d'éviter tout risque de confusion.

5. Ms CAMPBELL (Jamaica) agreed with the representative of the United Kingdom that his was indeed an unusual request. Paragraph 4 of the draft decision proposed an important deviation from current practice, and would amount to giving the European Commission almost the same status as a full participant in a category II meeting. A number of her colleagues in the Latin America and the Caribbean group shared her disquiet. The arguments put forward by the United Kingdom had not persuaded them that the change would be useful – it would allow other similar organizations to make the same request. Who knew where it would all end? She would appreciate hearing the Legal Adviser's view, as many legal issues were involved.

6. Mr SATO (Japan) said that his government was bewildered at the short notice given for the examination of a draft decision of such importance, which went to the heart of UNESCO as an organization of Member States. It had given serious consideration to the matter and recognized the wish of the European Commission to negotiate the cultural diversity convention, since some aspects of it might fall within its competence. Nevertheless, the draft decision was premature, as it was not clear which provisions of the convention would be the concern of the Commission, and in any event its text was very much work-in-progress. It was not clear that according additional rights to the Commission was the only way forward. He would be happy to continue the discussion when he had a clear view on the above.

7. Mme BENNANI (Maroc), se faisant l'écho des observations formulées par le représentant du Yémen, dit que la délégation de son pays n'a pas de position arrêtée concernant le projet de décision, faute d'avoir pu consulter son gouvernement et de disposer d'éléments suffisants. Le paragraphe 4 du projet de décision, d'où il ressort que, tout en conservant leur statut d'observateur, les organisations d'intégration régionale pourraient participer aux travaux au même titre que les participants à part entière, amène en effet à se demander si l'on entend créer une nouvelle catégorie d'observateurs et si cela est conforme aux règles en vigueur. Il y a lieu de s'interroger d'autre part sur ce qu'il adviendrait, dans l'hypothèse où le projet de décision serait adopté, si d'autres organisations d'intégration régionale - car il en existe plusieurs - venaient à formuler la même demande. Enfin, l'oratrice demande en quoi le rejet du projet de décision créerait un obstacle à la participation des pays membres de l'Union européenne au processus d'élaboration de la Convention, comme le représentant du Royaume-Uni l'a laissé entendre à la fin de son intervention.

8. M. HAZAR (Turquie) appuie le projet de décision sur la participation de la Commission européenne à la réunion intergouvernementale d'experts, compte tenu des éclaircissements apportés par le Royaume-Uni au nom de la présidence de l'Union européenne.

9. Ms MADDEN (Australia) said that like other speakers she had systemic and legal reservations to the draft decision. Given its important implications, she had been dismayed by its belated submission, which had made detailed consideration difficult. First, paragraph 4 made no

mention of the possible consequences of the Commission's active participation in the intergovernmental meeting. She understood that individual Member States had handed over some of their rights to the Commission, and would thus be precluded from speaking or tabling proposals on certain issues that remained to be defined, but there was no reference to that in the draft decision, or indeed to the long-term implications of that. Secondly, the Commission itself had not demonstrated sufficient competence in the field of cultural diversity to warrant special status in the intergovernmental meeting. The present rules enabling European Member States to pursue a coordinated position through the European Union Presidency, as in previous negotiations in UNESCO, provided adequate opportunity for active participation in the meetings on the convention. The case to the contrary had not been made convincingly. In particular, it had not been made clear precisely what aspects of the convention would fall within the competence of the European Commission. It would therefore be helpful if the item could be deferred to the 171st session of the Board, at which point a discussion could take place on the systemic nature of European Commission participation in various UNESCO forums.

10 M. NDINGA OBA (Congo) félicite le Royaume-Uni de vouloir faire en sorte que la Commission européenne puisse participer plus activement et plus pleinement aux réunions d'experts de catégorie II. C'est la preuve de l'importance que ce pays attache à la diversité culturelle, un domaine dans lequel l'Afrique fait face à d'immenses difficultés. Si le projet de décision était adopté, l'Afrique souhaiterait elle aussi voir ses organisations d'intégration régionale bénéficier de ses dispositions. Il importe toutefois de prendre en compte les règles qui régissent actuellement le statut d'observateur et celui de participant à part entière.

11. Ms MUKHERJEE (India) said that the European Commission was referred to in the draft decision as a "regional integration organization". Her understanding was that it was a super-union of States, and proud to be one, rather than a regional organization! Furthermore, across the United Nations system, whenever the European Union took a united position, the country that had the Presidency negotiated on behalf of both the Commission and the European Union Member States. On such a complex issue, with legal and political implications, any discussion should take place over a period of time. There had been no attempt to discuss the draft decision with her delegation, and consequently, she would prefer, like Australia, to deal with the matter at the 171st session of the Executive Board.

12. Mr FIGUEIREDO MACHADO (Brazil) said that much of what he had wished to say had already been said by previous speakers, including the Chairman of the Latin America and the Caribbean group. His delegation was not in a position to take a clear-cut decision on such a complex matter so late in the day, and would thus prefer to see it discussed at the 171st session.

13. Г-н КАЛАМАНОВ (Российская Федерация) приветствует стремление сторон принять активное участие в разработке конвенции, характеризующейся особой сложностью и связанной исключительно с юридическими аспектами. Сначала, по мнению оратора, необходимо дать определение региональным интеграционным организациям, которых насчитывается десятки и сотни. В настоящее время существует четкое разграничение в том, что касается их состава – участники и наблюдатели. В данном случае, считает выступающий, речь идет о прецеденте, а если так, то на его обсуждение и анализ обычно уходят месяцы работы, которые позволяют принять обдуманные решения. В выступлениях многих ораторов речь шла о существовании других международных организаций, которые могли бы претендовать на роль полноправных участников совещаний. В этой связи, заключает выступающий, не следует забывать о том, что в самих странах также существуют различного рода организации, включая региональные, которые равным образом могут заявить о своем желании участвовать в совещаниях на равных со странами. По словам оратора, от нас потребуется решение и этой проблемы. Таким образом, по мнению выступающего,

выстраивается цепочка, которая может привести к совершенно непредсказуемым последствиям. Представитель Российской Федерации считает, что в ходе дальнейшего обсуждения данного вопроса не следует забывать о сохранении статуса-кво ЮНЕСКО. Он поддерживает мнение других ораторов о переносе в случае необходимости обсуждения данного вопроса на следующую сессию Исполнительного совета.

(13) M. KALAMANOV (Fédération de Russie) se félicite des efforts entrepris par les États pour participer activement à l'élaboration d'une convention, processus d'une grande complexité, qui porte exclusivement sur les aspects juridiques. Il convient en premier lieu de définir ce que l'on entend par organisations d'intégration régionale, lesquelles se comptent par dizaines et par centaines. À l'heure actuelle, on fait une distinction nette, en leur sein, entre participants et observateurs. Ici, il s'agirait d'un précédent ; si tel est bien le cas, il faut normalement des mois de travail pour l'étudier et l'analyser en vue de prendre des décisions mûrement réfléchies. De nombreux intervenants ont évoqué d'autres organisations internationales qui pourraient prétendre participer de plein droit aux réunions. À cet égard, il ne faut pas oublier qu'au sein même des pays il existe aussi divers types d'organisations, notamment des organisations régionales, qui peuvent elles aussi déclarer qu'elles souhaitent participer aux réunions sur un pied d'égalité avec les États. Les membres du Conseil auront à résoudre ce problème aussi. Tous ces éléments sont donc liés entre eux et les conséquences peuvent en être tout à fait imprévisibles. M. Kalamanov estime que, dans la suite du débat sur cette question, il ne faudra pas oublier qu'il convient de maintenir le *statu quo* au sein de l'UNESCO. Il appuie les intervenants qui ont proposé de remettre éventuellement l'examen de cette question à la prochaine session du Conseil exécutif.

14. Mr SHEYA (United Republic of Tanzania) said that he was very sympathetic to the draft decision submitted by the United Kingdom, and had listened attentively to the discussion. The feeling of his delegation was that if the unprecedented draft decision was accepted, other regions would surely make similar requests. Given that regional groups were represented by Member States, that would lead to overlapping. As a result, his delegation could not endorse the draft decision, but would very much like to hear the views of the Legal Adviser on it.

15. Mr KUSI-ACHAMPONG (Ghana) said that the issue under consideration might well make history for the future. As much as he was in sympathy with the European Union proposal, and having read it carefully, he had not received instructions from his government. Given the way the discussion in the Board was going on such an important issue, the best course of action would be to suspend discussion of the matter until the 171st session.

16. Mr CRADDOCK (United Kingdom) said that he appreciated the lively nature of the debate, but emphasized that the philosophical issues concerning the evolution of the European Union as a super-national grouping of States, as the representative of India had said, had already been debated elsewhere, and that there were relevant precedents. The draft decision concerned a very specific case, essentially a procedural matter. If the draft decision was rejected, it would hinder the process of the elaboration of the convention on cultural diversity itself; it would not be welcome to make a purely procedural matter into an element that would delay UNESCO's work. He indicated that a fellow member of his delegation was at hand to respond to some of the questions raised during the discussion.

17.1 Mr HOFFMEISTER (United Kingdom) said that important issues had been raised which warranted fully informed replies. In response to the representative of the United States, he said it was true that normally only States were members of the United Nations and UNESCO. That was reflected in the draft decision, which only asked for enhanced observer rights, without voting rights.

As to the nature of “regional integration organizations”, and whether they might embrace more than the European Community, that was a term that had been in use for at least 10 years in international conventions adopted within the United Nations system – for instance, the European Community was a party to the United Nations Framework Convention on Climate Change – and the term was also used as a matter of course in the United Nations Economic and Social Council and elsewhere. For the moment, the European Community was the only organization that fulfilled the criteria of being a regional integration organization, as Member States had transferred certain competences to it.

17.2 As to how the European Community could negotiate a binding convention, that was possible if the convention were to contain a clause allowing regional integration organizations to participate – he could think of at least 10 conventions with such provisions, and many more if transport was included. It would not be feasible to go through the country holding the Presidency, as the country holding the Presidency did not represent the European Community; the European Commission did. That was an internal legal point of the European Union system. Furthermore, it would not be practical to channel everything through the country holding the Presidency, as that delegation was not necessarily competent on every subject. The European Commission had already negotiated in the World Health Organization (WHO), on the Framework Convention on Tobacco Control, thus setting a precedent. As to its competence specifically on the fields covered by the convention on cultural diversity, it was competent not only on trade, but also, for example, on intellectual property rights and the free movement of artists, which would surely be covered by the convention. Negotiations on those points would thus be endangered if the European Commission was not sitting at the table as a full participant.

17.3 In conclusion, all the legitimate concerns expressed by the Board had been discussed elsewhere and workable solutions found. The request was not for full membership, but to reflect the internal set-up of the European Union, with no additional voting rights being granted. If necessary, he would be happy to explain the situation further in writing at a later date.

18.1 Mr YUSUF (Legal Adviser) said that the issue was a thorny one, and as with branches of thorns, it should be dealt with one at a time. The proposal of the United Kingdom to ensure the enhanced participation of the European Community through the Commission was unprecedented for UNESCO, and should the proposal be approved, it would set a precedent.

18.2 There was a major difference between being a member and being an observer. The European Union was a member of two intergovernmental organizations – the Food and Agriculture Organization of the United Nations (FAO), whose constitution had been amended accordingly – and the World Trade Organization (WTO), where membership had been granted in the context of the agreement establishing that organization. As had already been pointed out, the Member States of the European Union had handed over some of their sovereign competences in those fields to the European Community and the Commission.

18.3 The European Commission itself was best placed to answer questions such as the practical complications that might arise in respect to the negotiations on the convention on cultural diversity, and whether European Union Member States would refrain from speaking on issues on which the Commission tabled a proposal.

18.4 When the Board had invited the Director-General to convene an intergovernmental meeting, the Board had decided in 169 EX/Decision 3.7.2, in accordance with the Regulations for the classification of the various categories of meetings convened by UNESCO, to send “invitations to participate with the right to vote” in one or more intergovernmental meetings to all Member States and Associate Members, and to send “invitations to send observers” to certain specified

States, organizations of the United Nations system, various other organizations, and Palestine. Observer rights were not spelled out, but it was clear that the fundamental difference concerned the right to vote. There were additional rights accruing from membership, such as the right to be elected as officers and to participate in drafting groups.

18.5 If observers were given all those rights, it would be tantamount to making them members. Conversely, if they were given the right to take the floor at the same time as Member States and table proposals, would that make them members? The answer was “no”. They could remain observers while having the right to take the floor at the same time as Member States, which was not unheard of in the practice of international organizations, especially in the United Nations system. For instance, regional integration organizations were given the right to speak at all summits convened by the United Nations General Assembly, and in subsidiary organs of the Economic and Social Council. As far as the specialized agencies were concerned, whenever international conventions were elaborated, the Member States of the European Union stated which issues fell within the purview of the European Commission and on which they would consequently be unable to take a position themselves; under such circumstances the Commission was granted enhanced observer rights similar to those set out in the draft decision under discussion. It should be noted that rights such as the right to rise to points of order, to move procedural motions, or be a fully fledged member of a drafting group were not usually extended to the Commission in such cases.

18.6 As had already been indicated, the World Health Assembly had granted enhanced observer status to regional integration organizations, particularly the European Community, defined as organizations to which their Member States had transferred competence over matters covered by the negotiations in question, for the Framework Convention on Tobacco Control, and for the current negotiations on the revision of the International Health Regulations. Likewise, the European Commission had been granted enhanced observer rights in the International Labour Organization negotiations on marine transport workers. While such practices were unprecedented in UNESCO, they did exist elsewhere; enhanced observer rights did not impinge on the rights of full members, who still retained far more rights than observers.

18.7 Lastly, with regard to UNESCO, in 2001 he had been surprised to see observers informally given the right to speak at the same time as full participants and to table proposals – provided the proposals were seconded by full participants – in meetings on the draft convention on the protection of the underwater cultural heritage. Therefore, even in UNESCO, while such rights had never been formally granted to observers through a decision like the one under discussion, observers had often been given enhanced rights in international negotiations on an informal basis.

19. The CHAIRMAN thanked all the speakers, especially the United Kingdom delegation and the Legal Adviser, for what had amounted to a seminar on international law.

20. Г-н КАЛАМАНОВ (Российская Федерация) придерживается мнения, что выступление юрисконсульта еще больше подтверждает уже высказанные опасения в случае принятия предложенного проекта резолюции, а приведенные доводы специалиста из Великобритании в пользу принятия проекта и без того усложнили вопрос, находящийся на обсуждении. Во-первых, считает оратор, ЮНЕСКО не является экономической организацией, поэтому мы не можем провести сравнительный анализ ее процедур, используя для этой цели другие организации экономического плана. В последних совершенно четко просматривается схема делегирования полномочий государств международной организации, после чего государство не подключается к процессу обсуждения на совещаниях того или иного вопроса. Во-вторых, полагает выступающий, нас волнует вопрос не о том, чтобы мы позволили ЕС выступать от собственного имени, а создание самого прецедента, который повлечет разработку целой системы новых положений и статей. Наконец, в-третьих, продолжает представитель Российской

Федерации, согласно высказыванию юрисконсульта Европейскому союзу ничто не препятствует проводить свою политику от имени своих стран-членов. По словам оратора, все хорошо осведомлены о том, что происходит в соседних международных организациях, и ВОЗ не являет собой самый удачный пример, которому можно было бы следовать. В заключение выступающий особо подчеркивает необходимость выработки точного определения международных организаций, которые, в случае принятия положительного решения по обсуждаемому вопросу, могли бы от собственного имени принимать участие в разработке конвенций. Такая выработка определения требует определенного времени.

(20) M. KALAMANOV (Fédération de Russie) estime que l'intervention du Conseiller juridique confirme encore le bien-fondé des craintes qui ont été exprimées sur ce qui pourrait se passer dans le cas où serait adopté le projet de décision proposé, et que les arguments apportés par l'expert britannique en faveur de l'adoption de ce projet n'ont pas peu contribué à compliquer la question à l'étude. Tout d'abord, l'UNESCO n'est pas une organisation économique, et on ne peut donc pas procéder à une étude comparative de ses procédures en prenant pour point de départ des organisations de type économique. Dans ces dernières, on examine soigneusement le mode de délégation des pouvoirs des États au profit de l'organisation internationale, après quoi l'État ne participe plus à l'examen de telle ou telle question en réunion. Deuxièmement, ce qui est préoccupant, ce n'est pas que le Conseil autorise l'Union européenne à intervenir en son nom propre, mais que soit créé un précédent qui obligera à élaborer tout un système de nouvelles dispositions et réglementations. Enfin, selon ce que le Conseiller juridique a déclaré, rien n'empêche l'Union européenne de mener une politique au nom des États membres qui la constituent. Or tout le monde sait bien comment les choses se passent dans des organisations internationales voisines, et l'OMS n'est pas à cet égard le meilleur exemple à suivre. En conclusion, M. Kalamanov insiste sur la nécessité de bien définir les critères auxquels devraient satisfaire les organisations internationales qui, dans le cas où une décision positive serait prise sur la question à l'examen, pourraient participer en leur nom propre à l'élaboration de conventions. Définir ces critères prendra du temps.

21. Ms OMAMO (Kenya) said that having heard the Legal Adviser, the matter seemed to have been further complicated. As a lawyer herself, she knew full well that one legal opinion could always be countered with several others. The Board needed to ponder the document before them and try to understand the possibly far-reaching implications of such an unprecedented step. Representatives should therefore be able to consult their governments and even come up with similar proposals. She was concerned that the document had been tabled so late in the day. Additionally, the statement by the representative of the United Kingdom – that if the European Commission was not allowed to participate in the way it desired, the negotiations would be endangered – would be considered arm-twisting in a court of law. As he was a diplomat, she would give him the benefit of the doubt, and proposed deferring the matter so that Board Members could form an educated opinion rather than one based on emotion and fear.

22. Mr CRADDOCK (United Kingdom) said that he would appreciate confirmation from the Legal Adviser that the draft decision would not set a precedent, and in fact concerned only a specific case. As to the questions regarding substance, he reminded the Board that the matter was purely procedural, and that the draft convention was a top priority issue for UNESCO.

٢٣ شكر السيد العواضي (اليمن) المستشار القانوني على الإيضاحات التي قدمها بشأن مشروع القرار إذ أنها خففت كثيرا من المخاوف التي كانت تساور وفد بلده. وأشار إلى الاقتراح الذي سبق وأن قدمه، فقال إنه كان مرتبطا بعنوان مشروع القرار الذي يقتصر على مسألة مشاركة المفوضية الأوروبية في الاجتماع

الدولي الحكومي للخبراء. واقترح، أن يكتفي المجلس التنفيذي بتغيير الفقرتين ٥ و ٦ من مشروع القرار المتعلقة بإمكانية مشاركة المفوضية الأوروبية في الدورتين المقبلتين للمجلس التنفيذي وفي الدورة المقبلة للمؤتمر العام. وأشار إلى أن المستشار القانوني لم يجب عن هذه المسألة. وقال إن نصوص النظام الداخلي للمجلس التنفيذي والمؤتمر العام واضحة في هذا الشأن وقد تحول دون اعتماد مشروع القرار هذا.

(23) M. ALAWADHI (Yémen) remercie le Conseiller juridique des éclaircissements qu'il a apportés à propos du projet de décision et qui apaisent dans une large mesure les craintes que sa délégation nourrissait à ce sujet. Se référant à sa proposition antérieure, il précise que celle-ci était liée au titre du projet de décision, qui se limitait à la question de la participation de la Commission européenne à la réunion intergouvernementale d'experts, si bien que le Conseil exécutif pourrait se contenter de modifier les paragraphes 5 et 6 du projet de décision relatifs à la possibilité d'une participation de la Commission européenne aux deux sessions suivantes du Conseil et à la 33e session de la Conférence générale. Or, le Conseiller juridique n'a pas abordé cette question. Les textes du Règlement intérieur du Conseil exécutif et du Règlement intérieur de la Conférence générale sont clairs à ce sujet et empêchent peut-être l'adoption du projet de décision.

24.1 Ms INAYATULLAH (Pakistan) said that she had some questions for the Legal Adviser. Were the observers he had referred to regarding the underwater convention experts, individuals or regional groupings? If granting enhanced observer rights in category II meetings was an unprecedented move, did it entail changing the Regulations for the classification of the various categories of meetings convened by UNESCO, and could the Board do so without referring the matter to the General Conference? The European Union was one of many regional groupings in UNESCO's fields of competence. If its request was granted, what other groups would fulfil the criteria for enhanced observer rights?

24.2 She also had a question for the representative of the United Kingdom. Would all the Member States of the European Union be transferring competence to the European Commission in respect of the intergovernmental meeting? If one person was speaking for all European Union Member States, the consultation process would surely be protracted, and could seriously delay the negotiations.

25.1 M. GUEGUINOU (France), prenant la parole en accord avec le Royaume-Uni qui représente la présidence néerlandaise de l'Union européenne, se dit convaincu que tous les États siégeant au Conseil exécutif savent que la Commission européenne a des règles et des structures particulières puisqu'ils négocient quotidiennement avec la Communauté européenne, donc avec la Commission. La demande figurant dans le projet de décision présenté par le Royaume-Uni n'a donc pas de quoi les surprendre. Cette demande émanant des 25 États membres de l'Union européenne, dont huit siègent au Conseil, vise à faciliter la négociation sur la diversité culturelle et à la rendre plus efficace en accordant à la Commission le droit de prendre la parole et celui de présenter des amendements. Son utilité ne fait aucun doute.

25.2 Si cette question est soulevée à la 170e session, c'est parce que la présidence néerlandaise de l'Union européenne a été avisée par le Conseiller juridique que la session suivante n'aurait lieu qu'après la deuxième réunion intergouvernementale d'experts de catégorie II, qui doit se tenir en février 2005 et qui représente une étape décisive dans le processus d'élaboration de la convention que l'on souhaite voir aboutir avant la Conférence générale. Il est vrai que le Conseil exécutif a été saisi tardivement, le problème ne s'étant posé au sein de la Commission que depuis peu. Toutefois, le Conseil a bien voulu examiner bon nombre d'autres questions qui lui ont été soumises tout aussi tardivement.

26. La Sra. LUX de COTÍ (Guatemala) agradece las explicaciones del Asesor Jurídico y estima que de ellas se desprende que la aceptación de la propuesta del Reino Unido exigiría una revisión previa de la Constitución de la UNESCO. Agrega que, a su parecer, la delegación del Reino Unido no ha respondido a las cuestiones planteadas por la representante de Marruecos, apoyada al respecto por la de Mozambique, y expresa su deseo de que el representante del Reino Unido explique con mayor claridad por qué un rechazo del proyecto de decisión presentado podría suponer un obstáculo para la elaboración del anteproyecto de convención sobre la protección de la diversidad de los contenidos culturales y las expresiones artísticas. Por último, la oradora señala que está de acuerdo con los que han expresado el parecer de que conviene reflexionar más sobre las repercusiones de la propuesta formulada y estima que no es oportuno aprobarla por el momento.

(26) Mme LUX de COTÍ (Guatemala) remercie le Conseiller juridique de ses explications ; il en découle à son sens qu'accepter la proposition du Royaume-Uni impliquerait, préalablement, de réviser l'Acte constitutif de l'UNESCO. La délégation du Royaume-Uni n'a pas, selon elle, répondu aux questions posées par la représentante du Maroc, appuyée par la représentante du Mozambique. Elle souhaiterait que le représentant du Royaume-Uni explique plus clairement en quoi le rejet du projet de décision présenté pourrait constituer un obstacle à l'élaboration de l'avant-projet de convention sur la protection de la diversité des contenus culturels et des expressions artistiques. Enfin, d'accord avec les intervenants qui se sont dits d'avis qu'il convenait de réfléchir plus avant aux répercussions de la proposition formulée, elle estime qu'il n'est pas opportun, pour l'heure, d'approuver celle-ci.

27. Ms OLIVER (United States) said that she appreciated the informative and helpful comments of the Legal Adviser. He had stressed that European Union Member States had transferred certain competences to the European Community. She was therefore somewhat puzzled by paragraph 3 of the draft decision, as she believed that the meeting to transfer the competences referred to therein would only take place after the present Board session. Those competences must be formally transferred before the European Commission could represent European Union Member States. At the previous intergovernmental meeting, there had been much discussion of the dual nature of cultural goods and artistic expressions, as being both cultural and economic. What, then, were the “relevant competences”? Clarification was needed, as the European Commission would speak when European Union Member States could not, and vice versa. In fact, both might have competence for aspects of a single article of the draft convention; it was hard to see how that could improve the process, as the French representative had suggested. She urged very careful consideration of the draft decision before taking action on it.

28.1 Mr YUSUF (Legal Adviser) said that the observers that had been given additional rights informally in the case of the draft underwater convention had been from governments of non-Member States and non-governmental organizations. The Chairman had decided to grant such status in order to move forward the discussion. The Executive Board was the convening authority for the intergovernmental meetings on the draft convention on cultural diversity; it thus decided who should be invited, and the status of participants. The issue of observer status and the specific rights of observers flowed from that, and should therefore be determined by the Executive Board.

28.2 In reply to the representative of Yemen, he said that the question of enhanced observer status for regional integration organizations at sessions of the Executive Board and the General Conference, addressed in paragraphs 5 and 6 of the draft decision, would definitely depend on the will of the Executive Board; there was no legal impediment to the Board deciding to allow observers to take part in the discussions and to table proposals.

28.3 He reassured the representative of Guatemala that such a move would not require an amendment to the Constitution of UNESCO – it was only if the European Union applied for membership of UNESCO that the Constitution would need to be amended.

28.4 On the other hand, he could give no assurance to the representative of the United Kingdom that adoption of the draft decision would not set a precedent. Although it referred to one specific case, there was no guarantee that it would not in future be referred to as a precedent.

29.1 Mr CRADDOCK (United Kingdom) said that the Board would have the opportunity to decide again on any subsequent cases. Complications that might arise regarding European Union coordination should not be grounds for concern for the Board, as the Member States of the European Union had dealt with such issues for years and were used to them by now.

29.2 He was surprised that the representative of the United States had misunderstood paragraph 3 of the draft decision. Many competences had already been transferred to central European Union institutions. The forthcoming meeting she had mentioned would engage in a thorough consideration of which articles of the draft convention fell within the competence of the European Community, and which articles fell within the competence of the European Union Member States; an exact definition of those aspects would soon be available.

29.3 The 171st session of the Board would be too late for the Board to decide on enhanced observer status. He wished to reassure the representative of Kenya that he was not engaging in arm-twisting; rather, he was seriously concerned that any delay might aggravate rather than accelerate the process. The representative of France had spoken most eloquently on the matter. In the circumstances, a coffee break would be most welcome.

30. Ms MADDEN (Australia), rising to a point of order, said that there were still speakers waiting to take the floor. There was a clear majority in favour of deferral until the 171st session, and she therefore proposed closing the debate under the terms of Rule 43 of the Rules of Procedure.

31. The CHAIRMAN said that the United Kingdom had moved suspension of the meeting, for coffee, and, according to Rule 39 of the Rules of Procedure, he had to rule on that proposal before ruling on the closure of the debate.

The meeting was suspended at 4.50 p.m. and resumed at 5.25 p.m.

32. Mr CRADDOCK (United Kingdom) thanked his delegation for its work in preparing the draft decision, and Mr Hoffmeister of the European Commission, and withdrew the draft decision.

STATEMENTS IN ACCORDANCE WITH RULE 30, PARAGRAPH 3, OF THE RULES OF PROCEDURE

33.1 The CHAIRMAN said that the Permanent Delegate of Israel, the Permanent Delegate of Syria and the Permanent Observer for Palestine had asked to take the floor, in accordance with Rule 30, paragraph 3 of the Rules of Procedure. Seeing no objection among the Members of the Board, he invited them to speak, asking the Ambassador of Israel in particular to observe the customary three-minute time limit.

Items 3.6.1 and 9.3

34.2 M. REVAH (Délégué permanent d'Israël auprès de l'UNESCO) note que chacun se félicite de l'adoption par le Conseil exécutif des deux décisions concernant respectivement Jérusalem et les institutions éducatives et culturelles dans les territoires palestiniens. Cette heureuse issue est

qualifiée de "consensuelle". Le Président de la Commission PX a remercié Israël des efforts qu'il a déployés pour faciliter les travaux, et Israël remercie à son tour le représentant de l'Italie qui, à la demande du Président du Conseil exécutif, a une fois encore facilité les négociations au nom de l'Union européenne.

34.3 Toutefois, ces bonnes paroles ne doivent pas dissimuler l'importance de l'enjeu. Le consensus ne reflète pas pleinement le vœu, exprimé à la 32e session de la Conférence générale, de voir les deux parties, conscientes des souffrances de leurs peuples, faire abstraction des divergences politiques pour avancer malgré tout. Les énergies déployées permettent tout juste de ne pas reculer, Israël ne rencontrant pas auprès de ses partenaires palestiniens la même volonté de traduire par des actes le changement d'attitude qui a prévalu à l'UNESCO un an auparavant.

34.3 Subordonner toute avancée dans l'action de l'UNESCO à l'amélioration de la situation sur le terrain reviendrait à accepter que rien ne change ; s'il faut attendre la paix, alors l'UNESCO n'aura guère l'occasion de contribuer à son instauration.

34.4 L'action menée par l'Organisation en Israël et dans les territoires palestiniens de même que ses décisions et résolutions, ont pour nobles objets la reconstruction - en ce qui concerne les Palestiniens - et la réconciliation entre Israéliens et Palestiniens. L'orateur a le regret de constater que depuis quelque temps, les Palestiniens ne veulent pas entendre parler de réconciliation. C'est un autre état d'esprit, plus conforme aux idéaux de l'UNESCO, qui prévaut en Israël. Ainsi, lors de la foire du livre organisée à Ramallah par l'Autorité palestinienne à laquelle celle-ci a souhaité associer l'UNESCO, non seulement Israël s'est déclaré favorable à cette manifestation, mais il a encore décliné la proposition qui lui était faite de vérifier la nature des livres et publications qui y seraient présentés, la participation de l'UNESCO étant pour lui une garantie suffisante.

35.1 The CHAIRMAN asked the Permanent Delegate of Israel to conclude his statement, as he had exceeded the time limit. He again asked the Permanent Delegate to conclude his statement.

34.5 Ce seul exemple, poursuit M. Revah, suffit à traduire l'état d'esprit différent d'Israël, plus conforme à l'approche de l'UNESCO. Il exprime l'espoir que la situation actuelle ne se reproduira pas à la session suivante du Conseil.

The microphone of the Permanent Delegate of Israel was cut off.

35.2 The Chairman thanked the Permanent Delegate of Israel for his statement, and said that he was nevertheless displeased that the Permanent Delegate had, once again, abused the Board's courtesy. He hoped that he would, in future, respect the rules of the Board.

٣٦ شكر السيد نصير (المنذوب الدائم للجمهورية العربية السورية) اليونسكو لاعتمادها القرار الخاص بالمؤسسات التعليمية والثقافية في الأراضي العربية المحتلة. غير أنه أعرب عن أسفه لأن القرار الذي يتضمن الأراضي الفلسطينية من ناحية، والجولان السوري من ناحية أخرى، أغفل الجانب الخاص بالجولان عند تقديم القرار. وذكر بأن الجولان ما زال تحت الاحتلال الإسرائيلي. وحيا، في هذا الصدد، صمود الشعب السوري في الجولان في مواجهة الاحتلال الإسرائيلي. واستنكر المحاولات التي تجري من أجل منع المجلس التنفيذي من التطرق إلى هذا الموضوع. وأضاف إن قرار اليونسكو الذي يعبر عن رغبة المدير العام في إحلال السلام العادل والشامل في هذه المنطقة، إنما ينسجم مع سعي بلده إلى تحقيق السلام العادل والشامل على أساس الشرعية الدولية، وقرارات مجلس الأمن ذات الصلة. وأوضح أن إسرائيل تعرق السلام وترفض الامتثال للشرعية الدولية، فضلا عن أنها تنتهك حقوق الإنسان. واقترح أن تضطلع اليونسكو، بحكم ولايتها، بوضع مناهج لثقافة السلام خاصة ببعض الدول الأعضاء في المنظمة.

(36) M. NSEIR (Délégué permanent de la République arabe syrienne) remercie l'UNESCO pour l'adoption du projet de décision relatif aux institutions éducatives et culturelles dans les territoires arabes occupés mais fait part de sa déception devant le fait que, lors de la présentation de ce projet, qui traite des territoires palestiniens, d'une part, et du Golan syrien, de l'autre, on a quelque peu laissé dans l'ombre la situation particulière de ce dernier territoire, qui est toujours sous occupation israélienne. Il rend hommage à cet égard à l'héroïsme du peuple syrien du Golan face à l'occupation israélienne et réprovoque les tentatives visant à empêcher le Conseil exécutif d'aborder cette question. La décision de l'UNESCO, qui exprime l'attachement du Directeur général à une paix juste et globale dans cette région, est tout à fait conforme à la volonté de la République arabe syrienne de réaliser une paix juste et globale, fondée sur la légalité internationale et sur les décisions pertinentes du Conseil de sécurité. C'est Israël qui fait obstacle à la paix, refuse de se conformer à la légalité internationale et viole les droits de l'homme. Par ailleurs, l'UNESCO devrait, dans ses domaines de compétence, mettre au point des programmes d'enseignement spécifiques sur la culture de la paix, notamment à l'intention de certains pays de la région.

٣٧ استهل السيد عبد الرازق (المراقب الدائم عن فلسطين) كلمته بشكر المجلس التنفيذي للقرارات التي اتخذها بتوافق الآراء فيما يتعلق بمدينة القدس والمؤسسات التعليمية الفلسطينية. كما أعرب عن امتنانه الكبير لممثل إيطاليا، السفير كاروزو، لما بذله من جهود من أجل التوصل إلى حلول توافقية في هذا المجال. وأعلن أنه لم يكن يعتمزم التحدث، إلا أن بعض القضايا غير الصحيحة التي أثارها السفير الإسرائيلي اضطرتته إلى ذلك، ومن بين هذه القضايا موضوع التعاون، في بعض المجالات، بين الشعبين الفلسطيني والإسرائيلي. وأشار، في هذا الصدد، إلى الاجتماع الخاص بالجامعيين الفلسطينيين والإسرائيليين المقرر عقده في اليونسكو والذي قام السيد نائب المدير العام بتوفير الأموال لعقده وأن وحدة فلسطين تساهم في ذلك مساهمة مالية مباشرة. وفيما يتعلق بمعرض الكتاب الذي ستقيمه اليونسكو في رام الله في شهر نوفمبر/ تشرين الثاني، فقد أعرب عن دهشته لأن البعض يعتبر هذا الحدث إنجازاً في حين الحق في القراءة والاطلاع على ثقافات الآخرين وحضاراتهم هو حق طبيعي للشعب الفلسطيني الذي منعت عنه الكتب لسنوات عديدة. وشكر اليونسكو على الجهود التي بذلتها لإقامة هذا المعرض. وأوضح أن الفلسطينيين قبلوا بقيام اليونسكو بالمراقبة الشاملة على كافة الكتب التي ستعرض فيه لأنها ستكون تحت مسؤولية اليونسكو. وأعرب عن أمله في أن يكون التعاون تاماً في تنفيذ قرارات المجلس التنفيذي، ورأى أن من شأن ذلك أن يؤدي إلى التقدم في عمليتي السلام والمصالحة بين الشعبين الفلسطيني والإسرائيلي.

(37) M. ABDELRAZEK (Observateur permanent de la Palestine) remercie tout d'abord le Conseil exécutif d'avoir adopté par consensus les projets de décision relatifs à Jérusalem et aux institutions éducatives palestiniennes. Il exprime sa grande satisfaction au représentant de l'Italie, M. l'Ambassadeur Caruso, pour les efforts qu'il a déployés en vue de parvenir à des solutions de compromis sur ces questions. M. Abdelrazek dit qu'il n'avait pas l'intention de prendre la parole mais y a été contraint par certaines affirmations erronées de l'Ambassadeur d'Israël, touchant notamment la question de la coopération dans certains domaines entre les peuples palestinien et israélien. Il cite à ce propos la réunion spéciale des universitaires palestiniens et israéliens qui doit se tenir à l'UNESCO, pour laquelle le Directeur général adjoint a mobilisé les fonds nécessaires et à laquelle l'unité chargée du Programme de l'UNESCO pour la Palestine apportera une contribution financière directe. S'agissant du Salon du livre que l'UNESCO doit organiser à Ramallah au mois de novembre, il est étonnant que d'aucuns y voient un événement extraordinaire

alors que le droit à la lecture et à la découverte des cultures et des civilisations d'autrui fait naturellement partie des droits des Palestiniens, privés de livres depuis de nombreuses années. Il convient de remercier l'UNESCO des efforts qu'elle a déployés pour organiser cette manifestation, sachant que les Palestiniens ont accepté que l'UNESCO assure le contrôle d'ensemble de tous les livres qui y seront exposés, sous la responsabilité de l'Organisation. L'Observateur permanent de la Palestine appelle de ses vœux une pleine coopération de tous dans l'application des décisions du Conseil exécutif, ce qui contribuerait à faire avancer le processus de paix et la réconciliation entre les peuples palestinien et israélien.

THE PROMOTION OF DIALOGUE AMONG PEOPLES

38. Г-н КАЛАМАНОВ (Российская Федерация) выражает удовлетворение от имени правительства Российской Федерации в связи с достигнутым компромиссом по вопросу о терроризме, который стал возможным благодаря конструктивному подходу всех без исключения членов Исполнительного совета. Вместе с тем он отмечает, что текст принятого решения не полностью отражает первоначальную позицию и подходы Российской Федерации в данном вопросе. Тем не менее, оратор выражает благодарность за тот дух сотрудничества, который сопровождал процесс подготовки данного сложного документа, и надежду на то, что он будет укрепляться и впредь.

(38) M. KALAMANOV (Fédération de Russie) se déclare, au nom du Gouvernement de la Fédération de Russie, satisfait du compromis obtenu sur la question du terrorisme, et qu'a rendu possible l'attitude constructive adoptée par tous les membres du Conseil exécutif sans exception aucune. Cela étant, le texte de la décision adoptée ne correspond pas tout à fait à la position et aux vues initiales de la Fédération de Russie sur cette question. Néanmoins, M. Kalamanov sait gré aux membres du Conseil de l'esprit de coopération qui a marqué le processus d'établissement du document complexe à l'examen et espère que cet esprit se renforcera encore à l'avenir.

TRIBUTE TO MR MOHAMED AL SHAABI, SECRETARY OF THE EXECUTIVE BOARD

39.1 The CHAIRMAN *in extenso*:

I have the great privilege and genuine honour and pleasure to pay tribute to our colleague and friend, the present Secretary of the Executive Board, Mr Mohamed Al Shaabi. Permit me to read out to you a letter dated today, 14 October 2004:

“Dear Mr Al Shaabi, On the occasion of the last Board meeting you are attending today in your function as Secretary of the Board, I would like to express, on behalf of the Executive Board and personally, our deep gratitude to you for the invaluable services that you have rendered to the Board throughout your long career. You have been with the Secretariat since 1975 and Secretary of the Board since 1996. All throughout this period, you have always given us complete support and wise council. All my predecessors whom I have had the privilege to meet have affirmed that they, too, benefited from your guidance, especially so through difficult times of the Board, guidance that was indispensable in ensuring the success of our joint work. With unswerving loyalty and high professional competence, you, Sir, embody the ideal of the modern international civil servant. From your country, the Republic of Yemen, many distinguished nationals have indeed been sent to UNESCO, as well as to other United Nations organizations. With special regard to you, I shall express also our gratitude to the Government of Yemen directly. I shall take the liberty of sending a copy of this letter to all the Board Members, to the President of the General Conference,

who cannot be with us today, and to the Director-General. With my very best wishes for you and your family. Yours sincerely, Hans-Heinrich Wrede”.

(Standing ovation)

39.2 Allow me to name those friends and colleagues who are with us today. First of all, my predecessors, who had the pleasure of working with Mr Al Shaabi. My immediate predecessor, Ms Bennani, and Ms Mendieta de Badaroux, Mr Chetsanga, Mr Tidjani-Serpos are with us. So, I join them in thanking you. One of your former bosses, Mr Al Shaabi, is here as well – Mr Pío Rodríguez. A number of other colleagues who have been working with Mr Al Shaabi in the Secretariat are also here: Mr Fernández Garcia, Mr Jean Sviadoc, Ms Chang and Ms Fontowicz Quesada. But, most importantly, I am pleased to announce to the Board that Mr Al Shaabi’s family is with us. First of all, his wife Samira, his two sons, Bilal and Ali, one of whom is here from Canada, and his brother, who has come all the way from Yemen especially for the occasion. As there are other speakers after me, let me just add three more remarks. When I came here two years ago, as a complete newcomer, as I still feel in some respects, I asked where I could go to get questions answered. I asked my secretary and she said: “Go to Mr Al Shaabi”; I asked one of my colleagues and he said: “You must see Mr Al Shaabi”. I was told to call him because he would always be available and I can assure you he always was available to help solve problems. Once again, in my capacity as the representative of Germany, I would like to express my thanks to you, Mr Al Shaabi, for making life easier in the beginning. Finally, during our difficult negotiations of the past few days, I was helped out by your successor, Mr Parsuramen. Together, we obtained an extremely rare, precious commodity, your private telephone number. We will need it in the future. We will be in contact with you, and we hope that you would like to be in contact with us as well.

39.3 I have some small but significant presents that I should like to give to you, Mr Al Shaabi. The first is a copy of *The Three Musketeers*, because their motto – “*un pour tous, tous pour un*” – embodied in our collaboration in the Secretariat and here in the Board.

(The Chairman presented the Secretary with a copy of *The Three Musketeers*.)

(Applause)

39.4 On behalf of Germany, I should like to present you with this football. In a recent book entitled *Philosophy Football: Eleven Great Thinkers Play it Deep*, a former football player was quoted as saying “Football is a model of individualistic society. It demands initiative, competition and conflict, but it is regulated by the unwritten rule of fair play”. That is what guides the Executive Board, and what, you, Mr Al Shaabi, have helped us to accomplish.

(The Chairman presented the Secretary with a football.)

(Applause)

39.5 I should now like to present the Secretary with a wall clock like the one that hangs in the office of the Chairman. You now can look at it in a leisurely way at home.

(The Chairman presented the Secretary with the wall clock.)

(Applause)

39.6 Finally, I should like to present to your wife a bouquet of flowers in recognition of how much she suffered because of your commitment to UNESCO.

(The Chairman presented the Secretary with a bouquet of flowers for his wife.)

(Applause)

40.1 The DIRECTOR-GENERAL *in extenso*:

Thank you very much, Mr Chairman. I would like to join you and all the Members of the Board in paying tribute to Mohamed Al Shaabi. If I may, I should like to pay a little bit longer tribute to him. He is leaving the Organization after more than 30 years of service. I should like first to mention that he has been an exemplary international civil servant with broad knowledge and experience, and a friend to many of his colleagues in the Secretariat throughout his long career. As you know, he has been the Secretary of the Board since 1996, serving a number of Chairpersons of the Board.

40.2 Born in 1943, he came to UNESCO on 22 January 1974 after several years of experience as a diplomat in the foreign service of Yemen and also after teaching modern history and geography at St Joseph's High School in Aden. Mohamed Al Shaabi's marathon career in the Secretariat started when he was recruited as a Young Professional at the age of 30. About 18 months later, he was assigned to the Secretariat of the Executive Board as an Assistant Administrative Officer. He never left the Secretariat of the Board. The combination of his professional skills and personal qualities of diplomacy and unfailing calmness and energy enabled him to rise through the ranks. From 1992 to 1996 he served as a Deputy Secretary of the Board. He rose to the D-1 level in 1995 before being promoted to D-2 level in 1999.

40.3 Mr Al Shaabi has also ably contributed to the work of the consultative committees on staff policy. He was, in particular, the Chairman of the Reports Board starting in 2002.

(Le Directeur général poursuit en français)

40.4 Monsieur le Président, en trente années de carrière au sein de notre Organisation, Mohamed Al Shaabi aura connu quelque quinze présidents et présidentes du Conseil exécutif et quatre directeurs généraux. Il aura réussi avec finesse, patience, abnégation et parfois beaucoup d'imagination, à s'adapter aux méthodes et aux styles de ces différents "patrons" et à en concilier les exigences, ce qui n'a pas toujours été de tout repos. C'est un brillant exemple de réussite d'un fonctionnaire recruté au titre du Programme des jeunes cadres.

40.5 Quand l'un de ses prédécesseurs se sentait inquiet de la tournure que prenaient les événements, dans les moments où le Conseil abordait des questions complexes et même controversées, il avait coutume de mordiller son mouchoir ; Mohamed Al Shaabi, lui, a toujours su se protéger par son humour et ce rire irrésistible qui a retenti des années durant dans le couloir du Secrétariat du Conseil et qui résonnera toujours dans nos oreilles et dans notre cœur.

40.6 À l'heure où il s'affranchit, en partant à la retraite, de son devoir de réserve, et alors même que notre Organisation lance un projet d'Histoire de l'UNESCO à l'occasion de son 60e anniversaire, je crois que la contribution de Mohamed Al Shaabi nous sera d'un secours inestimable pour retracer la vie de nos organes directeurs et les moments historiques de la vie de l'UNESCO.

40.7 Nous lui sommes tous reconnaissants d'avoir accompagné pas à pas pendant tant d'années le Conseil exécutif, les membres des délégations permanentes qu'il savait accueillir et initier aux arcanes de notre Organisation, et toutes les jeunes générations de fonctionnaires qui ont su trouver auprès de lui écoute, conseils et encouragements chaleureux. Sa connaissance exceptionnelle de

l'Organisation et de ses rouages en a fait un allié inestimable dont il sera difficile, très difficile, de se passer.

40.8 Grand commis de la fonction publique internationale, il a su montrer une intelligence des situations et des êtres tout à fait exceptionnelle, que complétait un sens pédagogique très affirmé dont peu d'entre nous n'ont pas bénéficié.

40.9 Nous savons tous aussi que derrière cet homme dévoué et pugnace, il y a un mari comblé et père de deux grands garçons qui l'attendent impatiemment pour partager avec lui une passion sportive qu'il n'avait pu assouvir pleinement jusqu'ici.

40.10 On nous a rappelé hier le rôle fondamental qui incombe aux enseignants dans la formation des attitudes et la transmission des valeurs. Mohamed Al Shaabi, qui avait revêtu, pour les jeunes générations, mais aussi pour tous les nouveaux venus à l'UNESCO, la figure du Patriarche, saura à n'en pas douter transmettre avec autant de conviction à la jeunesse les valeurs de respect, de tolérance et de dialogue qu'il a su incarner et faire vivre dans la grande tradition de la fonction publique internationale.

40.11 C'est donc avec autant d'émotion que de plaisir que je vous remets, Mohamed, la médaille célébrant l'accomplissement de trente années passées au service de l'UNESCO.

40.12 مع أطيب تمنياتنا لكم في هذه المرحلة الجديدة من حياتكم!
(Tous nos vœux vous accompagnent dans votre nouvelle vie !)

(Applaudissements)

41.1 Ms INAYATULLAH (Pakistan) (Vice-Chairman for the Asia and the Pacific group)
in extenso:

Thank you, Chairperson. In the long span of 30 years, we, the representatives from the Asia and the Pacific region, whether in our individual capacity or as Member States, have had a very special relationship with Mr Mohamed Al Shaabi. Mohamed's office was our office, and for me, Mohamed's home was also my home. We thank you because it is a great feeling to have an office and a home away from home. This is because of your considerate nature, and because, as a person, you are generous, magnanimous, kind, and above all, honest, in your personal dealings and in every aspect of your life. In fact, I believe that is why you are a contented man, and that is the secret of your legendary calm temperament. You are a family man; we all know that. Samira has learned to know that your first wife and first love is UNESCO. And I know that she takes it in stride and accepts it, because she cannot separate you from UNESCO. Bilal and Ali, your two beautiful sons, have the greatest dad that you can have in the world, I promise you that. He lives for you, and is looking forward to the future: Bilal is teaching kids how to play football and Mohamed is going to teach senior citizens how to play football.

41.2 As a UNESCO civil servant, you are supremely efficient. But the greatest thing is that while you have never been a part of any of our problems, you have always played a very big part in finding solutions. And for this, we on the Executive Board thank you very sincerely. As a Young Professional, you showed us how to have a meaningful career in this Organization. You first learnt, then you built your capacity, and then you specialized and realized that you must be focused. And now you are the institutional memory of this great institution of UNESCO called the Executive Board.

41.3 I have personally learned much from you, Mohamed, but we have other speakers, from other regions, and one of the things that you taught me is that happiness is not having what you

want; happiness is wanting what you have. And for that, I thank you deeply. May you always keep smiling. We wish you much happiness and we would like you to remember that the first of November is the first day of the rest of your life. To Mr Parsuramen, we should like to say that whoever selected him knows exactly what sort of chemistry is needed in a Secretary of the Executive Board, and of course, we pay tribute to you, Mr Director-General, for selecting Mr Al Shaabi's successor. And while I thought it was going to be very difficult to step into Mohamed's shoes, Mr Parsuramen has already endeared himself to us, and we look forward to many years under his secretaryship. Thank you.

(Applause)

42.1 Mr VARGAS (Brazil) (Vice-Chairman for the Latin America and the Caribbean group) *in extenso*:

Thank you very much, Mr Chairman. I feel a great emotion on this occasion because I have just been doing my calculations and, up to now, I have spent nine years on this Executive Board. Which means that I have covered almost one third of Mohammed Al Shaabi's career. I first came here to replace one exceptional man who, exceptionally, remained for 28 years on the Board. That's an absolute record. Brazil has been very much attached to, and, I think, has helped to shape this Organization. Throughout these nine years, I have been very close friends with the different Secretaries of the Board, but most particularly with Mohamed. He has been kind, he has been sage, he has been competent. Mohamed and Pío Rodríguez, who was the Secretary of the Board when I had the honour of chairing it, were two unique friends of mine, and I am proud to have kept both of them. But Mohamed was much more Brazilian than Pío in the sense that he loves football, as I do. Football has a special attraction for us and is very meaningful for countries like Brazil and, perhaps, Yemen that tend to be undisciplined. In that regard, football has something very important to offer. It has rules, and you have to abide by the rules. And with both Pío Rodríguez and Mohamed, I have constantly been learning the rules of the game here in UNESCO, which are tricky and complicated. And that was during a particularly difficult period for our Organization. We had a war in the Middle East and then other complications, including States leaving the Organization.

42.2 During that very difficult period, I always relied on Mohamed Al Shaabi, as I had on Pío Rodríguez. We, his friends, are very sorry that he is leaving us, but at the same time, we think that with his qualities, his charm, his permanent optimism, his laughter, and his expertise in football, he still has a long and happy life before him. And he will find out, as I did, that when one is retired, people imagine that you do not have much to do and so they keep on inventing things for you, and you find out that you work much more than you used to do before. We wish you well, Mr Al Shaabi, and we wish your replacement well. I am sure that Mohamed has set an example, as those before him have done, for the most effective functioning of this Organization. To him and his family, all the best.

(Applause)

43.1 M. GUEGUINOU (France) (Vice-Président pour le groupe Europe occidentale et Amérique du Nord) *in extenso* :

Mohamed Al Shaabi, cher ami, au nom du Groupe I tout entier et unanime, je veux vous dire notre grand regret de vous voir partir. Avec vous, non seulement nous perdons un collègue mais comme l'a dit Mme la représentante du Pakistan, nous perdons aussi une partie de la mémoire du Conseil exécutif. Avec vous, nous perdons certes un fonctionnaire international mais nous perdons aussi une institution. Comment en serait-il autrement d'ailleurs pour quelqu'un qui, en près de 30 ans, a travaillé avec 16 présidents du Conseil exécutif sans compter le nombre de membres du Conseil lui-même ? Vous allez nous manquer et avec vous vont nous manquer votre compétence,

votre savoir-faire et votre chaleureuse humanité. C'est aussi, je dois le dire, votre habileté souvent diabolique, mais qui nous a permis de trouver une issue à des situations quelquefois complexes.

43.2 Je vais arrêter là mes éloges parce que je ne veux pas que vous crouliez sous eux et je ne veux pas que vous soyez trop étourdi quand vous allez monter tout à l'heure au septième étage pour la réception donnée en votre honneur. J'arrête de vous lancer des fleurs car je ne veux pas que vous vous transformiez en reposoir, le reposoir étant comme chacun sait, et même s'il ne le sait pas, dans le culte catholique, une structure provisoire recouverte de fleurs dans laquelle on met habituellement une statue de saint ou une relique. Vous êtes trop jeune pour être une relique et vous êtes trop sage pour vous prendre pour un saint. Alors, je vous dis bonne chance dans la vie nouvelle qui commence pour vous, bonne chance pour vous qui aurez plus de temps à consacrer à votre famille et puisqu'à partir de la fin de cette session, vous passez le relais à votre successeur, M. Parsuramen à qui je dis aussi bonne chance dans sa nouvelle fonction, merci à vous pour tout ce que vous avez fait.

(Applaudissements)

44.1 Mr KALAMANOV (Russian Federation) (Vice-Chairman for the Eastern European group)
in extenso:

Thank you very much, Mr Chairman. First of all, I would like to send to my colleague, my friend, Mr Al Shaabi, best regards on behalf of Group II. All the ambassadors present as well as those who are no longer Members of the Executive Board send you their best regards and wishes for a good life.

44.2 It is very difficult to realize that you are now 60 years old. Your face, your eyes make you look no more than 17. That is my point of view, and you should always bear it in mind; your talent will always remain, and the Organization will always be there for you. It is very important for me to tell you that all these words come not from the brain, but from the heart. That is the best conclusion, for anyone who has reached the age you have now. One last thing. Everyone who is present here should be a little jealous of the fact that the entire world community is applauding you and your work. Thank you very much.

(Applause)

45. Mr SHEYA (United Republic of Tanzania) (Vice-Chairman for the Africa group)
in extenso:

Mr Chairman, the advantage of being one of the last speakers on an occasion like this is that one can afford to be brief, since all the good that was to be said has been said. After having listened to what has been said by my distinguished colleagues who spoke before me, I can only but add my voice on behalf of the Africa group and on my own behalf, to say how much the Africa group, in particular, has appreciated the good services provided by Mr Al Shaabi to this Organization. Mr Al Shaabi is a product of Africa and the Arabian peninsula. He is indeed an African brother. One thing about which I am sure you will agree, ladies and gentlemen, is that Mr Al Shaabi performed his duty as Secretary to the Board to everybody's satisfaction. Among Mr Al Shaabi's many fine qualities are his style of work, his art of listening and advising, and his neutrality of action. He does all this with a smile. Another unchallenged quality of Mr Al Shaabi is his photographic memory of the various decisions of the Board. This is indeed an asset that he cannot leave behind. Therefore, while we wish Mr Al Shaabi all the best in his new endeavours, the Board and, indeed, the Organization, will be losing a valuable staff member who has dedicated a great part of his working life to serving UNESCO and its Member States. In conclusion, I wish him and his family all the best, good health and success. *Shukran.*

46. The CHAIRMAN *in extenso*:

I now take special pleasure in giving the floor to the distinguished Vice-Chairman for the Arab States group, the group from which our friend and colleague, Mohamed Al Shaabi, has come. We are grateful to this group for giving him to us. You have the floor, Sir.

47.1 Mr RIFAAT (Egypt) (Vice-Chairman for the Arab States group) *in extenso*:

Thank you, Mr Chairman. Mr Chairman, Mr Director-General, distinguished guests, distinguished Members of the Board, ladies and gentlemen. I am not going to make a formal speech. I would just like to take a few moments to pay tribute to a man who has dedicated 30 years of his life to UNESCO. Throughout his term of office, he has assumed his responsibilities with the utmost dedication, and has carried out his duties with wisdom, and that has been highly appreciated by all. It is with profound sadness that I and my colleagues in the Arab group say farewell to Mohamed Al-Shaabi, and I would not be exaggerating if I tell you that we all, Mohamed's friends, have tears in our eyes. Because all those who know Mohamed, not only as a UNESCO staff member, but as a person and as a human being, will find it sad to be at UNESCO without having him around.

47.2 In fact, Al Shaabi's nature is reflected in his own name since the word *shaabi* means "popular" in English. So Mohamed Al Shaabi is popular in name and very popular among all his friends and colleagues at UNESCO. I consider myself lucky because I came to UNESCO before Mohamed left office. I am honoured, pleased and very happy to know an unforgettable man and a real friend. The real, personal value of being at UNESCO is that I have made good friends, and Mr Al Shaabi is one of the best friends I have ever had. Although we didn't know each other before I came to UNESCO, Mr Al Shaabi and I share many good memories because he spent some of his school years in Egypt. We might have attended the same school or university. When we first met at UNESCO, we recalled those good old days, and that made our friendship stronger.

47.3 Mohamed Al Shaabi has a lovely sense of humour. Once, while we were attending a luncheon together at UNESCO, we were talking about future plans and projects. I asked Mohamed, "What are you going to do when you leave UNESCO?" He answered immediately, with a smile, "Don't worry, my friend. I will open a small, private office next to UNESCO. And I will call it, Al Shaabi UNESCO Consultancy – draft resolutions, speeches, etc.". Dear Mohamed, I wish you, your wife and your family every success and the best of luck. That is not only my sentiment, but that of everyone at UNESCO, especially your friends. I hope that the coming years will bring you many sources of satisfaction and offer you various opportunities for sharing your experience with the international community. For myself and on behalf of all your friends from the Arab States group, let me say that we all love you, respect you, and we will all miss you from the bottom of our hearts. Allow me now to say some words in Arabic to Mohamed:

كلنا بنحبك يا محمد، وما نقدرش نستغنى عنك أبدا. ربنا يوفقك دائما ويحفظك إنت وأسرتك مع أطيب تمنياتنا القلبية لكم بكل الخير والتوفيق في المستقبل.

(We all love you, Mohamed; we will never manage without you. God grant you constant success and preserve you and your family. With our heartiest wishes to you for your well-being and success in the future.) Thank you.

(Applause)

48.1 M. PARSURAMEN (nouveau Secrétaire du Conseil exécutif) *in extenso* :

Mon cher Mohamed, cher collègue, cher ami, cher frère, cher gourou, c'est avec grand plaisir que je vais vous lire les messages qui vous ont été adressés par deux anciens directeurs généraux de l'UNESCO, M. Amadou-Mahtar M'Bow et M. Federico Mayor.

Message de M. Amadou-Mahtar M'Bow :

"À M. Mohamed Al Shaabi, secrétaire du Conseil exécutif de l'UNESCO,

Au moment où vous quittez vos fonctions de Secrétaire du Conseil exécutif de l'UNESCO pour prendre une retraite bien méritée, je voudrais m'associer à l'hommage qui vous est rendu par le Conseil non seulement en ma qualité d'ancien Directeur général de l'Organisation mais aussi en tant qu'ancien membre du Conseil de 1966 à 1970.

Ayant suivi votre parcours à l'UNESCO de 1974, date de votre entrée en fonctions au Secrétariat, jusqu'en 1987, j'ai pu apprécier vos qualités intellectuelles et humaines, votre dévouement aux idéaux de l'Organisation et la façon exemplaire dont vous vous êtes toujours efforcé d'accomplir les tâches qui vous étaient confiées.

C'est parce que j'avais remarqué votre affabilité naturelle et votre discrétion ainsi que la rigueur et la régularité de votre travail que j'avais décidé de vous nommer au Conseil exécutif. Pour avoir été membre de ce Conseil, je savais combien était important et délicat le travail des fonctionnaires qui y sont affectés.

L'image première qu'offre le Secrétariat de l'Organisation aux membres du Conseil dans l'accomplissement de leur haute et délicate mission est, en effet, celle que leur renvoient les fonctionnaires qui servent auprès d'eux. Dès lors, la qualité de ceux-ci et le sens qu'ils ont de leurs responsabilités engagent plus qu'eux-mêmes ; ils portent témoignage du sérieux et de la crédibilité qui peuvent être accordés à tous ceux qui sont au service de l'Organisation.

Aussi, c'est parce que vous vous êtes toujours efforcé d'honorer votre travail avec efficacité et dans la discrétion pendant tout le temps que j'ai eu à diriger l'Organisation que je voudrais vous en remercier et souhaiter que votre expérience puisse continuer d'être mise au service des idéaux de compréhension mutuelle, de paix et de justice de l'UNESCO, partout où vous serez.

Avec mes sentiments d'estime et de grande considération et mes vœux de plein succès dans vos entreprises futures.

Amadou M. Bow,
Directeur général de l'UNESCO, de 1974 à 1996"

(Applaudissements)

(The speaker continued in English)

48.2 I should now like to read out a message from Federico Mayor, former Director-General of UNESCO:

"Dear friend, Mohamed Al Shaabi,

You are joining a group progressively bigger because of the longevity of the retired, to which I belong. In Spanish, we call the pensioners or *retraités*, *jubilados*, coming from *jubilo* "joy" because it starts a new phase of complete freedom, with wings that can fly high into the spaces of your choice. You have done well. You are a fair and courageous person. I know many important services you have given to UNESCO, and your devotion to education, science and culture, because you are convinced they are the solution for a world

without a compass. You have many friends. They are the most precious treasure, the most relevant scenery. I wish you long life with good health, success and good humour.

Hope to meet you again soon.

Viva Al Shaabi!

Cordially,

Federico Mayor”

(Applause)

٤٩,١ السيد الشعبي (أمين المجلس التنفيذي) النص الكامل:

اسمحوا لي، سيداتي وسادتي، ألا أتحدث بلغة الأم، وهي الهوسية، التي هي لغة رسمية في اليونسكو، ولكنها ليست لغة عمل. أما لغة الأب بالنسبة لي، فهي اللغة العربية وهي لغة عمل في اليونسكو؛ وأود أن أبدأ كلمتي بها.

٤٩,٢ فمن قرية شنكافي، في نيجيريا، قرب حدود النيجر، مسقط رأسي، وولد أُمِّي (رحمها الله)

– and in the absence of the Permanent Delegate and President of the General Conference from Nigeria, I see in front of me, my brother and friend Mr. Lijado, so I would like to extend, through him my greetings to my motherland Nigeria and to my brothers and sisters in Nigeria –

إلى قرية شعب اليمنية، بلد أبي (رحمه الله) – وهنا أتوجه إلى المندوب الدائم لجمهورية اليمن لدى اليونسكو وأطلب منه أن يرفع تحياتي إلى الشعب اليمني حكومة وشعباً؛

٤٩,٣ ومروراً بمدينة حلوان المصرية حيث تلقيت تعليمي الثانوي – وقد اكتشفت مؤخراً أن الوزير الحالي للتربية والتعليم في مصر كان رئيس جامعة حلوان التي تضم مبنى نفس المدرسة الثانوية التي كنت أرتادها حينذاك. وأود أن أتوجه في هذه المناسبة، ومن خلال ممثل مصر، بالشكر والتقدير للشعب المصري الذي أكن له كل مودة وتقدير، إذ أن جزءاً من تكويني خلال وجودي في القاهرة، كان بفضل منحة من الحكومة المصرية؛

٤٩,٤ وانتقالاً إلى العالم الجديد حيث تلقيت تعليمي الجامعي في ولاية كانساس الأمريكية، وأتوجه إلى السيدة ممثلة الولايات المتحدة الأمريكية بشكري وتقديري على مساهمتكم في تعليمي الجامعي وما وصلت إليه. فأنا مدين للشعب الأمريكي أيضاً؛

٤٩,٥ ومروراً بعد ذلك بالعاصمة الروسية، موسكو، ونهر الفولغا، حيث مثلت بلدي اليمن لفترة قصيرة كدبلوماسي. ومن خلال مندوب الاتحاد الروسي، أحيي الشعب الروسي وأقول له “سباسبيا بولشويه”. فقد كانت فترة العشرة أشهر التي قضيتها هناك فترة تعلمت فيها الكثير؛

٤٩,٦ وانتقالاً إلى الأمم المتحدة في نيويورك،

– as they call it, the Apple City, and I was really happy to be there at that time when I was only 26 or 27 years old and I enjoyed the “Big Apple”.

٤٩,٧ يبدو أن قدرتي ومصيري كانا يسوقانني إلى أن ألتحق يوماً بأمانة اليونسكو في مدينة النور، باريس. وأتوجه إلى صديقي وعزيزي ممثل فرنسا، لأعرب له عن شكري وتقديري وأقول لو كانت هناك جنسية لباريس لطلبت التجنس بها لأنني أقيم في باريس منذ ٣١ عاماً وهي المدينة التي أقمت فيها أكثر مما أقمت في أي مدينة في حياتي.

٤٩,٨ وها أنا ذا اليوم، بعد أن قضيت نصف حياتي في خدمة اليونسكو، أوشك أن أنهي مرحلة حيوية وحاسمة من حياتي لأبدأ حياة جديدة أتطلع إليها بتفاؤل.

(49.1) M. AL SHAABI (Secrétaire du Conseil exécutif) *in extenso* (traduit de l'arabe) :

Permettez-moi de ne pas intervenir dans ma langue maternelle, le haoussa, qui est une langue officielle de l'Organisation mais non une langue de travail. Je commencerai donc mon intervention dans ma langue paternelle, l'arabe, qui est une langue de travail à l'UNESCO.

(49.2) De mon petit village natal de Shinkafi, au Nigéria, près de la frontière avec le Niger, d'où ma mère (que Dieu lui accorde sa miséricorde) était originaire, je voudrais, en l'absence du Délégué permanent du Nigéria et Président de la Conférence générale, adresser par l'entremise de mon frère et ami M. Lijado mes salutations à ma mère-patrie le Nigéria et à tous mes frères et sœurs dans ce pays. Et du village yéménite de Shaab, patrie de mon père (que Dieu lui accorde sa miséricorde), je m'adresse au Délégué permanent de la République du Yémen auprès de l'UNESCO pour le prier de transmettre mes salutations au Gouvernement et au peuple yéménite ;

(49.3) En passant par la ville égyptienne de Helwan, où j'ai fait mes études secondaires - et j'ai découvert dernièrement que l'actuel Ministre égyptien de l'éducation a été président de l'Université de Helwan, dont le campus comprend le bâtiment de l'école secondaire que je fréquentais à l'époque, je saisis cette occasion pour exprimer, par l'entremise du Délégué de l'Egypte, toute ma gratitude et ma considération au peuple égyptien, pour lequel j'ai beaucoup d'affection et de respect, sachant qu'une partie de ma formation à l'époque où je me trouvais au Caire a été rendue possible par une bourse du Gouvernement égyptien ;

(49.4) Passant ensuite au Nouveau Monde, où j'ai fait mes études supérieures, dans l'État américain du Kansas, je voudrais exprimer à la représentante des Etats-Unis d'Amérique mes remerciements et ma considération pour la contribution de son pays à ma formation universitaire et à ce que je suis devenu. J'en suis redevable également au peuple américain ;

(49.5) Puis vient la capitale russe, Moscou, et la Volga puisque, pendant un court laps de temps, j'ai représenté mon pays, le Yémen, en tant que diplomate dans cette ville. Par l'entremise du représentant de la Fédération de Russie, je salue le peuple russe et lui dis *spassibo bolchoïe*. Les dix mois que j'ai passés en Russie m'ont beaucoup appris.

(49.6) A l'Organisation des Nations Unies, j'ai été très heureux de me trouver à New York, dans cette ville que l'on surnomme la "grosse pomme", alors que j'avais 26 ou 27 ans et j'ai beaucoup apprécié ce séjour.

(49.7) Mon sort et le destin dictaient que je rejoigne un jour le Secrétariat de l'UNESCO, à Paris, ville lumière. Je m'adresse donc à mon cher ami le Délégué de la France pour lui exprimer ma gratitude et ma considération et lui dire que, s'il existait une nationalité parisienne, je demanderais tout de suite ma naturalisation car je vis à Paris depuis 31 ans, soit plus que je n'ai jamais vécu dans aucune autre ville.

(49.8) Aujourd'hui, après que j'ai consacré la moitié de ma vie au service de l'UNESCO, une phase essentielle et décisive de ma vie s'achève, j'entame une phase nouvelle que j'aborde avec espoir.

(L'orateur poursuit en français)

49.9 Je suis doublement ému : premièrement d'avoir reçu des mains de Monsieur le Directeur général ici, dans cette salle du Conseil, la médaille qui concrétise 30 années au service de l'Organisation. Cette médaille que vous venez de me remettre, Monsieur le Directeur général, j'ai l'impression que ce sont tous les États membres qui me l'ont remise. Ému, je le suis ensuite de tous les éloges qui viennent d'être faits à l'égard de ma modeste personne. Je tiens à vous exprimer toute ma gratitude, Monsieur le Président, pour tous les cadeaux que vous m'avez offerts et je vous promets d'en faire bon usage, surtout du ballon de football. Par chance, l'horloge que vous m'avez remise n'est pas un réveille-matin : l'une des premières résolutions que je voudrais prendre à partir du 1er novembre avec l'accord de mon épouse, c'est en effet de ne plus faire sonner un réveil de façon à pouvoir faire la grasse matinée tous les jours ; je vous promets de revenir vous voir plus tard, peut-être à partir de midi.

49.10 Monsieur le Directeur général, quand, tout à l'heure, Monsieur le Président m'a offert *Les trois mousquetaires* d'Alexandre Dumas, j'ai pensé aux quatre mousquetaires : j'ai en effet travaillé pour quatre directeurs généraux dont le nom commence par un M. J'ai été recruté en 1974 sur un programme créé par M. René Maheu, que malheureusement je n'ai pas connu car il était sortant quand je suis arrivé à l'UNESCO. Mais c'est grâce à lui que le Programme des jeunes cadres existe. Le deuxième "M" est celui de M. M'Bow. J'ai passé un grand nombre d'années au cours de ma carrière sous sa direction. Le troisième "M" est celui de M. Mayor qui m'a fait l'honneur de me nommer Secrétaire du Conseil. Et enfin, vous, Monsieur Matsuura, qui aviez tout le loisir et le pouvoir de choisir un nouveau Secrétaire pour le Conseil, mais vous avez décidé de me reconduire dans mes fonctions ; je vous suis à tous les quatre très reconnaissant.

49.11 Je tiens à exprimer toute ma gratitude à vous Monsieur le Président, à vous Monsieur le Directeur général, à tous les membres du Conseil et à tous mes collègues du Secrétariat. Permettez-moi naturellement d'abord de remercier mes proches, mon épouse et mes enfants, qui ont fait preuve d'une grande compréhension, comme l'a dit ma sœur Attiya Inayatullah, en acceptant de me partager avec ma grande famille qu'est l'UNESCO.

(The speaker continued in English)

49.12 During the 30 years spent in the service of this Organization, with their ups and downs, many of you have helped me through an exulting career. I wish to thank you most sincerely for the support you have on many occasions extended to me throughout these years. But, of course, I would like also to acknowledge, as you have done so earlier and that was very kind of you, several of my colleagues and my friends, without whom I don't think I would have been able to reach the stage I have reached. I see friends and I see colleagues. I see my predecessor and friend, Pío Rodríguez. I see André Fernandez García. I see Jean Sviadoc. I see Lisa Chang. I see Danielle Fontowicz Quesada. These are the people with whom I had the pleasure to work. Most of them have taken early retirement. But I would like finally, Sir, to say that without the constant understanding and assistance and help of my colleagues, the actual members of the secretariat of the Executive Board, starting with my own secretary, without Madame Delorme, without Madame Torcat, without my assistant, Madame Bekri-Lisner, without the documentalist Ms Johnston and also without my administrative assistant, Madame Milena Pounkin, I think my work would have been impossible, because our work is always teamwork. As Mr Vargas said, being a footballer, I know the values of being a team player. If you want to win, you always need to count on the other players on your

team. Believe me, without the defence, who is the rock of the secretariat, Mr Michee Detinho, we would have been getting a lot of goals in our net. So I would like to say thank you to all my colleagues. During these 30 years spent in the service of UNESCO, it has indeed been a pleasure and an honour for me to have known hundreds of eminent personalities around this table, and to have had the chance to serve them in a very modest way.

(L'orateur poursuit en français)

49.13 Comme vous le savez tous, on ne quitte jamais tout à fait l'UNESCO. Je m'apprête donc à commencer une nouvelle vie, mais je n'oublierai pas les moments forts et intenses que j'ai vécus durant ces trente années au service de cette Organisation à laquelle nous sommes tous tant attachés.

49.14 Thank you very much. Merci beaucoup. Muchas gracias. Большое спасибо. شكرا. 谢谢.

(Standing ovation, to the strains of “Unchain my heart, let me go my way, set me free”)

50. The CHAIRMAN *in extenso*:

Thank you very much. Thank you, Mr Al Shaabi. Yes, Mr Al Shaabi, as Mr Mayor said in his letter, you have friends here and you will keep them, and you will be with us always. Thank you very much.

CLOSURE OF THE SESSION

51.1 The CHAIRMAN *in extenso*:

Director-General, distinguished Members of the Board, dear colleagues, ladies and gentlemen, we come to the close of this session. It has been fruitful, thorough, and in the last hour, I may say, very moving indeed. Looking for ways to breathe new life into existing programmes and activities by invigorating UNESCO as a whole has opened the door in the past two weeks to meaningful and result-oriented discussions. Our session has been particularly eventful. Together with the Director-General, I had the honour of receiving the President of the Republic of Albania and the Prime Minister of Bulgaria. Outside of the Board, history was being made. The Nobel Peace Prize was awarded for the first time to an African woman, Professor Wangari Maatai from Kenya. Ms Wangari Maatai claimed the Prize in “recognition of the many efforts of African women, who continue to struggle”. Last Saturday, millions of men and women throughout Afghanistan bravely turned out to vote, demonstrating confidence in the democratic process and in the future.

51.2 During the last 15 days, we have explored a vast array of topics. I wish to thank everyone for their enormous involvement and the constructive spirit that prevailed. During the examination of the proposed scenarios, the budget ceiling was discussed at length. The Board requested tighter fiscal discipline and more transparency. Many Members asked for more detailed proposals with specific breakdowns in order to have a better basis for deciding on the budget. Many other important themes were addressed during this session. One of the *leitmotifs* was that UNESCO has a duty within its fields of competence to become an even more active player in leading global efforts.

51.3 Distinguished colleagues, if it is at all possible to pick a principal theme for this session, then prioritization would head the list. Echoed again and again was the need for more concise objectives against which results can be measured. Repeated several times was the plea: “no duplication of programmes”. Some Members suggested discontinuing programmes that are not producing tangible results; yet all agreed on the need for a greater intersectoral and interdisciplinary approach to programme planning. Several colleagues suggested that all five regions should move beyond competitiveness and decide on common priorities for UNESCO. For what we do for the betterment of one will certainly benefit the others. All of you expressed the need for a more flexible

country-driven approach to decentralization. While the budget may be “scattered” among various activities and set too rigidly too far in advance, it also clearly requires adaptability to evolving activities.

51.4 Distinguished colleagues, in the field of education, the world looks to UNESCO for leadership. Someone once said that next to bread, education is man’s first need. As to the extremely valuable EFA review, one delegate rightly stated “if we get this one thing right, we’ll get many more things right”. We are in the middle of the process; we now need to use the review properly. It has the potential to make the whole international system work effectively at all levels in education, regionally and subregionally. There is a window of opportunity, and we should seize it now. Member States are already taking a more proactive role. Many governments are actively putting education in the forefront. For example, Senegal allocates 40% of its budget to education, and Venezuela plans to increase its share from 4.5% to 7%. Other States have suggested a “debt swap” for education to speed up the implementation of education plans.

51.5 Dear colleagues, many subjects were brought to light. In our quest to foster education and eliminate poverty, we must not overlook those whose voice is, at present, weaker than others: indigenous peoples, women and girls, small islands, isolated communities, disaster-prone areas, to name just a few. All these concerns need to be fully integrated into our final strategy, in addition to subjects like education for sustainable development and wide scale teacher training, just to mention two examples.

51.6 Dear colleagues, in yesterday’s fruitful thematic debate, Professor Tu Weiming stressed the need for harmony and dialogue. Learning to recognize the Other and becoming learning civilizations will go a long way to promote dialogue. We all have values that connect us. The great challenge, as he pointed out, lies in recognizing local values as potentially global values. Dialogue among civilizations means also world citizenship. I am grateful to colleagues for submitting to us yesterday their ideas and proposals for concrete actions. I would also like to point out that the document prepared by Mr D’Orville and his collaborators for our thematic debate helped to enrich yesterday’s lively exchange.

51.7 Dear colleagues, there is still under-utilized potential within the Organization. We possess a united front against poverty, illiteracy, terrorism and the degradation of nature and cultural resources. There was an overwhelming sentiment of solidarity displayed, when the Minister of Higher Education of Iraq took the floor to request help in rebuilding his country. It was a heartfelt plea heard by all. For Iraq, Sudan, Afghanistan and all the regions in distress, UNESCO remains committed to providing real support. Again, it was possible to find consensus on a number of truly sensitive issues, especially so with respect to the Middle East. Our gratitude goes to all those colleagues who, under the brilliant leadership of Ambassador Caruso, were involved in very delicate negotiations indeed.

51.8 Deeply concerned about the recent dramatic surge in the most deplorable violence, almost every Board Member took the floor, either in plenary or in commission, to address the threat of terrorism. This Board has reinforced its Members’ resolve to help fight terrorism within UNESCO’s fields of competence.

51.9 Ladies and gentlemen, we must give priority to those who need it most – in conflict and post-conflict areas, in the least developed countries, in isolated communities, and to all the underprivileged. While we recognize the challenges and the enormity of the task ahead of us, and our limited resources, we must remember that we can have an impact. We have already done a great deal, but we can still go further, and we must go further. It is a matter of will, and not just of

resources. We will be truly successful when we have had every Member State do what they cannot do without us.

51.10 In concluding, I would like again to express my deep appreciation for the excellent teamwork throughout our session. May I convey my warm thanks to you all, distinguished colleagues, and especially to the Chairmen of the commissions and committees, and to their secretariats, to the drafting groups, to the Director-General and his colleagues, to the secretariat of the Board, and of course in particular, to our departing Secretary, Mr Al Shaabi. To the interpreters, translators, minute writers, room clerks, technicians, receptionists, telephone operators and music operators, as well as to everyone else who worked hard and long hours for all of us. I believe that we can be confident. Yes, I believe we can even be optimistic. And in the words of the Nobel Peace Prize winner, Ms Wangari Maathai, “Nothing is impossible”. Thank you again for your patience and attention. I now declare closed the 170th session of the Executive Board. Thank you.

The meeting rose at 6.45 p.m.



Executive Board

Consejo Ejecutivo

EX

Conseil exécutif

Исполнительный совет

執行局

المجلس التنفيذي

Hundred and seventieth session

170 EX/SR.1-10 Corr.
PARIS, 21 March 2005
English and French only

Item 2 of the provisional agenda

APPROVAL OF THE SUMMARY RECORDS OF THE 170th SESSION

In document 170 EX/ SR.1-10, please make the following corrections:

Pages 64/65 (SR.3), para. 6.1, and 187 (SR.7), para. 11.1:

Replace السيد العواضي / Mr ALAWADHI with السيد العمري / Mr AL AMRI.

Page 121 (SR.4), para. 13.6:

Replace “et la proclamation des festivités du Dégal Djalli” with “et soumis la proclamation des festivités du Jaaral Dégal”.

Page 274 (SR.10), para. 48.1:

Replace “de 1974 à 1996” with “de 1974 à 1987”.

Pages 275/276 (SR.10), para. 49.2:

Replace “M. Lijado” with “M. Lijadu”.



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Cent soixante et onzième session

170 EX/SR.1-10 Corr.
PARIS, le 21 mars 2005
Anglais et français seulement

Point 2 de l'ordre du jour provisoire

APPROBATION DES PROCES-VERBAUX DE LA 170e SESSION

Dans le document 170 EX/SR.1-10, veuillez faire les corrections suivantes :

Pages 64/65 (SR.3), par. 6.1, et 187 (SR.7), par. 11.1 :

Remplacer السيد العواضي / Mr ALAWADHI par السيد العمري / Mr AL AMRI.

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